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# Restructuring of School Education System in West Bengal

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## Interim Report

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**Prof. Bhaskar Chakrabarti**
**Prof. Manish Thakur**
**Prof. Raghabendra Chattopadhyay**
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**INDIAN INSTITUTE OF MANAGEMENT CALCUTTA**
**May 12, 2011**

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## Executive Summary

### 1. Introduction

The Government of West Bengal in August 2010, through an official order (No. 423-ES/O/P&B/10M-26/10), engaged the Indian Institute of Management Calcutta (IIMC) to conduct a study on Restructuring of School Education System in West Bengal. The study encompassed pre-school system to high school education. The main focus of the study was on three aspects of school education- (a) the implications of the Right to Education Act (RTE) vis-à-vis SSA/RMSA; (b) the administrative set up and governance structure of school education; and (c) the delivery mechanism and in-class transactions in the schools.

### 2. Methodology and Sample

We have opted for separate sample design for conducting surveys in rural and urban areas of West Bengal. While stratified circular systematic sampling design is used for the rural areas, the sample design used for the urban areas is stratified simple random sampling without replacement. West Bengal consists of 19 districts of which Kolkata district is exclusively urban. For the rural sample, the state has been divided into four regions and two districts were chosen from each region. Within a district, six villages were selected through systematic circular sampling methods in two interpenetrating subsamples of three each. The sample consisted of more than 130 schools across West Bengal, 640 households, 128 SSKs and Anganwadi Centres. In addition, survey also covered a cross section of functionaries involved in school education at the state/district/circle level. We have also visited two states- Madhya Pradesh and Kerala to understand how these states have implemented SSA/RTE norms.

### 3. Scope of Interim Report

The present report concentrates on primary education only.

### 4. Right to Education Act vis-à-vis SSA/RMSA

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community-ownership of the school system. The main objective of SSA is to provide useful and relevant elementary education (including retention) for all children in the age group of 6-14 years by 2010. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is an extension of SSA in the sense that it promises universal access to secondary level education to all (in the age group of 15-16 years) by 2017 and universal retention by 2020. While SSA and RMSA offer operational framework for universalizing the education, its provisions were used as general guidelines by each state to interpret and implement the schemes. The Right of Children to

Free and Compulsory Education Act, 2009 (RTE) makes implementation of compulsory education legally binding on all states/ union territories. The SSA had been launched in 2001-02 and states have, since then, started implementing the mission of SSA with setting up of necessary infrastructure and operating guidelines. Hence, when RTE was enacted in 2009, one of the major challenges faced by each state is to align the existing rules/guidelines under SSA with the requirements as per RTE.

A comparative analysis of various provisions of SSA and RTE throws up the following challenges before the State:

(a) The first step in implementation of RTE in a state is notification of State RTE Rules in the official gazette. Such State RTE Rules may be framed in the lines of Central RTE Rules, which has already been notified. The State RTE Rules must cover provisions for pre-primary schools/Anganwadis.

(b) Every unaided school, imparting elementary education, is to be registered with the appropriate authority (e.g., District Inspector's Office) within a given timeframe.

(c) Unaided schools are required to reserve 25% of the seats for children belonging to weaker sections and disadvantaged groups in the neighbourhood.

(d) The State RTE Rules should specify the limits of neighbourhood unambiguously for primary and upper primary schools.

(e) Pupil-teacher ratio (PTR) is to be aligned to meet the guidelines of RTE. For example, SSA framework mentions that there should be at least two teachers in every primary school irrespective of student enrolment, but RTE links the number of teachers with the student enrolment.

(f) Every primary school must have provisions for library, games equipments, and play materials. Neighbourhood school norms would require a re-look at the present system of SSKs in un-served habitations.

(g) The RTE Act mandates that eventually elementary education must be provided by formal and recognised schools. All existing EGS centres (Sishu Siksha Kendra(SSK) and Madhyamaik Siksha Kendra(MSK) in West Bengal) should be converted to regular schools or closed down when children are mainstreamed into neighbourhood schools.

(h) The primary responsibility of monitoring the quality of education in a school rests with the School Management Committee (SMC). Hence, all other school-level committees (e.g., PTA, MTA) are to be closed.

(i) No teacher can be appointed after August 2010 who does not possess the minimum qualification as per NCTE notification.

(j) RTE (section 26) requires that vacancy of teachers in a government school or government-aided school should not exceed 10% of the total sanctioned strength. Thus, the

State needs to arrive at the sanctioned strength based on enrolment and fill up vacant positions to ensure that the vacant positions should not exceed the prescribed threshold. (iv) RTE also maintains that the school teachers should not be engaged in non-academic activities other than for census, election and disaster relief operations. Also school teachers should not be involved in private tuition.

4. **Problems Highlighted**

The project directors and their associates met a cross section of the functionaries involved in primary education at the district/circle level. For example, the project directors met with the District Inspectors (DI), Assistant Inspectors of School (AIS), School Inspectors (SI), head teachers and Sikshabandhus. Major problems areas highlighted by the respondents are mentioned below:

(a) *Teachers' Accountability:* It is essential to ensure that a teacher regularly spends five hours in the school in every working day. A teacher should also take classes as per schedule. Unit tests are not always conducted as per annual calendar. Class schedule compulsorily includes games period every week. But it is not followed in majority of the schools. Sometimes teachers take leave for long time without leave petition. Many teachers come from other areas and hence are in a hurry to leave the school as early as possible.

(b) *Teachers' Appointment and Transfer.* There are many schools with one/two teacher where the student enrolment demands appointment of more teachers. Concept of sanctioned post per school does not exist for the primary schools. The present practice of teacher-transfer, which does not follow the rule, is to be curbed. Another instance of irregularity is the service/drafting transfer (which is purely a temporary arrangement). Such temporary arrangement is renewed year-after-year to bypass the existing rules and thereby making it quasi-permanent.

(c) *Teaching and Training:* Classroom teaching gets hampered due to- (i) teachers involvement in census during working hours, (ii) teachers involvement in preparing payroll and other papers for other teachers to help the district office which often face staff-crunch; (iii) the present practice of compulsory 20-day-a-year training for every teacher. Teachers training programmes are not well planned (e.g., same subject/topic is repeated in successive training programmes for a long time. There are several agencies providing training. Many teachers do not attempt to implement the new pedagogy learnt in training in the class room teaching. On the other hand, many teachers feel that training is not always effective or relevant. Hence, teachers do not feel motivated to implement the learning in training programmes.

(d) *School Inspection:* Major functions of the SISs are supposed to include inspection of schools, monitoring of classroom transaction and teaching effectiveness. Each SIS, on an average, has more than 80 schools to supervise. Many SI positions remain vacant for long time. For example, in Murshidabad there are 100 schools per circle. Out of 41 circles in Murshidabad, 19 SIS posts are vacant. SIS office is equally understaffed. For example, in Murshidabad, 14 group C and 12 Group D positions are vacant. SISs spend a lot of their time in attending various meetings, often in short notice (e.g., on health awareness programmes, disaster management etc.). These meetings are not organized during summers- these are organized throughout the year. This creates lot of problem in discharging day-to-day responsibilities. SISs need to fill-up a variety of evaluation forms, some of which are very cumbersome. SISs are also responsible for maintenance of service books of primary school teachers and disbursal of their salary and pension. A considerable time of theirs goes in managing the salary/pension and related queries. As a result, SISs fail to discharge their main function- inspection of schools. There are instances where an SIS fails to visit most of the schools even once a year. SIS/AISs do not have any power to take disciplinary actions on errant teachers. SISs are not even given feedback on the action taken on their written complaints. As a result the authority of the SISs is very seriously eroded and the delivery system in the schools suffers almost beyond repair.

(e) Mid-*day Meal Administration*: There has been a general consensus that mid-day meal scheme has achieved, to a very large extent, two major objectives- (i) improved attendance in the schools; (ii) removal of the caste/religion barrier amongst students and the community. Block Development Officer (BDO) is the executive head of mid-day meal scheme in a CD Block. However, SISs are required to monitor the scheme. There is lack of coordination between office of the BDO and SISs. SISs are not invited to any meeting concerning mid-day meal convened, if at all, by the BDO. Although, if any irregularity is observed, SISs are supposed to file an FIR against relevant agencies. Many head teachers of schools complained that mid-day meal money/materials are not received regularly by school even after submission of regulation. The quality of rice varies between urban and rural schools. Another problem is that teachers are unable to retain students in the school after mid-day meal is served.

(f) *Para-teachers and Sikshabandhus:* While the role and importance of para teachers is well accepted, the duties and responsibilities of Sikshabandhus are not very clear. Many sikshabandhus are not aware about their job description. Many SISs feel that Sikshabandhus' job is mainly to liaise between school and CLRC/DI office. However,

Sikshabandhus believe that they can contribute more effectively in improving the learning environment in the school. Sikshabandhus claim that introduction of this cadre has improved teachers attendance in the school- mainly due to moral suasion. Since Sikshabandhus are drawn from immediate locality, they understand local sensitivity and hence can help solve problems involving local community. However, Sikshabandhus face many infrastructural bottlenecks. Sikshabandhus have no separate room/ place to sit in the CLRC/CRC office. Wherever they have sitting place, they do not have adequate furniture (e.g., table, almirah). No formal training is imparted when a Sikshabandhu joins duty. The only training they get is about filling up of DISE data. Sometimes Sikshabandhus are asked to perform functions of group D staff. It is expected that Sikshabandhus would pay regular visits to schools. However, they are not given any transport facilities/ allowance. Even SISs, do not get any/adequate transport support.

(g) *DPSC and DPO:* In most of the districts, DPO (District Project Officer) positions are managed by part-time DPOs. DPO offices are most often not co-located in DPSC office. The coordination between DPSC and DPO is poor.

(h) *School Management Committees:* Managing Committees do not spend time on academic matters. The Committees spend most of the time on matters concerning physical infrastructure. VEC-level monitoring has been a failure. There are instances where parent teachers meeting/ Academic Council meeting is not conducted even once a year. However, MTA meetings are more effective and it is observed that where MTAs are active, the teaching quality in that school improves.

(i) *Governance and Legal Matters:* The head-teacher or head-master in a school is not aware of latest government notifications. On many occasions these notifications/orders do not reach schools. The District offices are heavily burdened with court case dealings. The officers in the district office are not competent to handle legal matters.

(j) *Private Tuitions:* The trend is more evident in city/town areas. Availability of private tutors is an issue in village and may be one reason for low private tuition in village. It is observed that poor teaching in the school is not the main reason for sending one's ward to private tuition. Parents send their children to private tuition for better results and guidance. It is empirically found that the tendency to send children to private tuition has low correlation with the quality of teaching in the school. The reasons for private tuition, particularly at the primary/upper primary levels, are not related to quality of education imparted in the schools, but remain in the broader socio-economic domain.

## 5. Preliminary Recommendations

The data gathered through our survey are now being analyzed. Hence the following are some of our preliminary recommendations, drawn mainly based on interviews, preliminary analyses of available data, and discussions with various stakeholders. It is to be noted that we focus here mainly to improve the system at the elementary level which, to us, should be the primary concern of the state to meet the challenge of UEE/RTE:

(a) *Additional Schools*: In the state of West Bengal the total number of government schools providing primary education is 51016 (Provisional DISE 2010-11), out of which 50604 are pure primary schools. There are 16 districts in West Bengal wherein there are places which do not have any primary school/SSK within 1 km of habitation. The estimate shows that there is a need to setup 1557 new primary schools in designated areas to bridge this gap and thereby ensure adequate access. There is a need to set up 14165 upper primary schools/sections.

(b) *School Infrastructure:* The West Bengal Government will have to expedite up gradation of infrastructural facilities and SSA would be able to provide necessary funds for this purpose. The Government has about two years to do this job. This would require survey of each government school to identify the infrastructure requirements and the local authority should be involved in this exercise.

(c) *Teachers' Accountability:* The Central RTE Rules provides that each teacher shall maintain a file containing the pupil cumulative record for every child which will be the basis for awarding completion certificate of elementary education. The State RTE Rules may also specify (e.g., RTE Rules of Madhya Pradesh) minimum number of working hours (including preparatory hours) per week The head teacher must ensure that each teacher adheres to the minimum working hours.

(d) *Strengthening Inspection:* Periodic inspection/supervision of schools is critical. Also it is to be understood that the role of school supervisor is not limited to inspection alone- it could also be advisory in nature. Designation of school inspection staff needs to be changed.

(e) *Teacher Requirements*: The RTE Act provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State/District/Block, thus ensuring that there is no urban-rural imbalance in teacher postings. RTE also specifies that only appropriately trained teachers will be appointed. The additional teachers' requirement in government primary schools will be around 9000 teachers. One needs to add

requirement of another 10,000 teachers per year due to retirement of about 5% teachers every year.

(f) *Teachers' Training:* The State has to ensure that all school teachers involved in elementary education (class I to VIII) are 'adequately trained' and possess minimum qualifications. Training of 'untrained' teachers should be conducted through regular and correspondence courses in PTTIs/ IGNOU study centres. In-service training of 20 days per year should be broken into two components- vacation training for 10 days and Saturday training (one Saturday per month) for 10 months.

(g) *Quality of Education and Incentive:* Use of TLM is not popular. Innovative learning methods (e.g., Activity based Learning) are not in use. It has been observed that in case of several States appropriate incentive systems positively affect the quality of education. Incentive schemes may be developed for students as well as teachers. The State can introduce a merit scholarship examination for Class V students. An incentive scheme (in the lines of Pratibha Parv in Madhya Pradesh) may be launched for the teachers in primary and upper primary schools. The incentives may be paid out funds available under LEP (Learning Enhancement Programme) in SSA.

# Chapter 1

## The State of West Bengal

1.1 As per census data 2001 West Bengal spread over 88,752 sq kms had a total population of 80,176,197. Total male population is 41,465,985 and total female population is 38,710,212. The provisional census data of 2011showed that the total population in West Bengal now stands at 91,347,736 comprising of 46,927,389 male and 44,420,347 female. The sex ratio has slightly improved to 947 in 2011 compare to 934 in 2001. In terms of total population West Bengal holds the fourth rank among the states in India. The population density is 903 per sq km. which is highest among all states in India. As per census data 2001 Schedule Cast constituted approximately 23 percentage (total SC population is 18,452,555) of total population and in the case of Schedule tribe this figure is approximately 5.5 percentage (total ST population is 4,406,794) of total population.

1.2 West Bengal shares its boundary with Orissa, Bihar, Jharkhand, Nepal in the West, Sikkim in the North, Assam, Bhutan and Bangladesh in the East and Bay of Bengal in the South. Because of better job opportunities and better standard of living, a large migrating population from the states of Bihar, Jharkhand, Uttar Pradesh and Orissa come into this state. West Bengal still holds its position as an important commercial hub for the whole eastern and north-eastern region of the country. This state also plays a crucial role in business and trade for neighbouring countries like Nepal, Bhutan and Bangladesh. So many people, not only from neighbouring states but also from neighbouring countries, particularly from Bangladesh, migrate to this state. Economic, social and cultural bonds are still strong with Bangladesh and they are also Bengali speaking people so they have a natural advantage to migrate this state. The average annual exponential growth rate in West Bengal is 1.31% which is less than all-India figure of 1.64% and decadal growth rate is 13.93% (all-India figure 17.64%) as per provisional census data 2011. 99 39% of total population in West Bengal speak in scheduled languages. However, 85.34% of total population speak in Bengali.

1.3 The urban population in West Bengal is 22,427,251, which is about 27.97% of total population which is more than all India average of 27.81% of total population. The total number of villages in the state is 40,783 according to census 2001 The number

of class I cities with population 100,000 and above rose from 42 in 1991 to 58 in 2001 and number of class II cities with population between 50,000 to 100,000 decreases from 30 in 1991 to 19 in 2001. This indicates a rapid urbanization across India.

1.4 West Bengal is one of the five states which has shown maximum decline in absolute number of child population in 2011 in comparison with figures of census 2001. As per provisional census data 2011, child population in West Bengal now stands at 10,112,599 comprising of 5,187,264 male and 4,925,335 female. West Bengal has been witnessing a negative change in population in age group 0-6 years since 1991. The decadal change in child population (age group 0-6 years) was -148,075 in 2001 and -1,301,623 in 2011. Percentage of children (age group 0-6 years) of total population is 11.07 in 2011 as compare to around 14% in 2001. This decline in child population in the age group 0-6 years has profound implications for the implementation of RTE norms.

1.5 Administratively, West Bengal is divided into 19 districts including Kolkata and 341 Community Development Blocks. Each district is divided into many sub-divisions. Economically, politically, and culturally, the undivided Bengal province used to hold a leading place in the country. But its preeminent place began to decline since the 1940s. First, there was the World War II which in its wake brought the infamous Bengal famine of 1943. The famine took a toll of millions of lives. This was followed by the communal riots in 1946 and partition in 1947, violently shaking the whole social foundation of the Bengali community. Waves after waves of refugees migrated from East Bengal (now Bangladesh) to West Bengal, a process which continued till 1971 streching the resources of the new state to its limits. The unsettled conditions, aided and aggravated by many other complex politico-economic factors, contributed to a process of decline both in the industrial and agricultural sector which led to decades of intense social strife, the marks of which have left indelible imprints in the social and cultural sphere of the community.

1.6 Politically too, the state had been very restive. The last fifty years may be conveniently divided into two periods. From 1947 till 1967 the Congress government which was in power had to face the crisis emerging from partition and consequent social unrest, shortages of food and agricultural commodities, and very high incidences of underemployment and unemployment. There had been recurring political unrest culminating into the now famous Naxalbari movement which shook the social fabric to

its core. The decade between 1967 and 1977 witnessed severe competition for political power which brought in its wake governmental fragility, administrative uncertainties and a lack of direction of public policy. Against this background, the emergence of Left Front in 1977, and more than three decades of stable rule in the state has imparted a degree of stability to public organizations and provided a scope for meaningful and development oriented public policy and their implementation.

1.7 One such major policy is the implementation of the land reform programmes including "Operation Barga" with simultaneous emphasis on redistribution of land and augmentation of agricultural production. These have already yielded results. West Bengal has also introduced the system of decentralized governance through the three-tier *Panchayati Raj*. Elections to the Panchayat bodies are held regularly developing a local level leadership and strengthening local self government institutions. Much of the states development expenditures are incurred through these politically elected bodies. Panchayat institutions are now associated with most of the development activities. The 73rd and 74th Amendments to the Constitution of India have further expanded the scope of activities of the Panchayats, and have provided an opportunity to these institutions to be more self reliant.

1.8 However, stability does not rule out the possibility of confusion in policy matters. Nor does it ensure efficiency. While the agrarian unrest and conflict that characterized the rural areas in the late 60's and the 70's have subsided substantially, new types of conflicts are taking place in the countryside which mostly originate in the atmosphere of intense political competition over power, pelf and scarce resources. In the urban areas on the other hand, economic recession, failure to withstand competition, transfer of capital and absence of proper incentives for new investments have continued to make the industrial sector sluggish with little hope of quick recovery, leading to a climate of depression and despondency among the urban youth.

1.9 Coming to the issue of primary education, it may not be out of place to recall here that Article 45 of the Constitution of India lays down that "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". Furthermore, the very next article states that "The State shall provide with special care the educational interests of the weaker sections of the people, and in particular, of the Scheduled castes and Scheduled Tribes....". Pressures at the national level and the international consensus on the need to eradicate illiteracy, led the

government at the Centre to draft a Bill in 1997, namely the Constitutional 83rd Amendment Bill, 1997. The draft bill lays down that "the State shall provide free and compulsory education to all citizens of the age six to fourteen years". To fulfill this goal central government has passed "Right to Education Act" in 2009. It ensures the right to get free and compulsory education for all the children age between six to fourteen years.

1.10 Following the recommendations of the Kothari Commission, the Government of West Bengal restructured the educational pattern to 10+2+3 system of which the stage of Primary Education consists of the first half of the ten years of schooling. More specifically, it consists of the classes I to V, which is followed by the Junior High or Upper Primary level from class VI to VIII. A child enters the system at the completed age of 5 years and should continue without interruption at least till the age of 9 completed years so as to complete the primary stage. (If the constitutional mandate is followed, the child is to be retained in school till the individual has at least crossed the upper primary stage.) But that is not all. What is more important to ensure is that during this period the child should at least attain the Minimum Level of Learning (MLL) prescribed for the primary stage. Thus, we can identify at least three parameters for the measurement of the efficacy of the primary education system. The first is quantitative - whether all children have been enrolled in primary schools. According to census 2001, children in the age group 5 to 9 in West Bengal is near about 94.91 lakhs which is roughly about 11.84 % of the total population. The male population in the age group 5 to 9 is 4851125 and female population is 4639483. To ensure their total enrolment, it is necessary to have, apart from generation of a demand for education, the required number of schools with adequate class rooms and adequate number of teachers so as to ensure a favourable teacher-student ratio which as per the norms accepted by the state should be between 1:40. Secondly, to retain most of them in school for a continuous period of eight years and ensure their regular attendance it is necessary to make the school environment attractive both mentally as well as physically and also to ensure a stimulating atmosphere in the class room and outside. The participants and their guardians must feel that the time spent by their wards in the school is not a waste of time which could be fruitfully utilized otherwise. Here the infrastructure of the schools, the incentives provided as well as the quality of inputs and the agents providing them play a major role. Lastly, there is the crucial issue of the attainment of level of learning which is a function of the motivation and quality of teachers, their training and the nature of interaction between the teacher and the students and the number of working days in the school. In all these aspects, and particularly in the first and the second, the

community is very much involved in the sense of assertion of the stake of community in creating the atmosphere of a learning society and planning and management of education. The efficiency of the administrative structure and the monitoring process and the effectiveness of academic and other material inputs get meaning and significance only in relation to the three major parameters identified above.

1.11 On 2nd of February 1995, the Government of West Bengal established a registered organization named 'Paschim Bangla Rajya Prathimik Siksha Unnayan Sansita' as an autonomous and independent body for implementation of elementary education project in West Bengal and it seemed to function as a societal mission for bringing about a fundamental change in the basic education system. The implementation of SSA in the State was assigned to this Sansita on 14 March 2001 with some alterations and the name of SIS (State Implementation Society) was also changed to 'Paschim Banga Rajya Praramvik Siksha Unnayan Sanstha' (PBRPSUS). On 31 October, 2006 this name was again changed to 'Paschim banga Sarva Siksha Mission'.

1.12 The 86th amendment to the Indian Constitution (Constitution (Eighty-sixth Amendment) Act, 2002) inserted Article 21-A in the Constitution which provided 'free and compulsory' education of all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education Act, 2009 (RTE) is the consequential legislation envisaged under Article 21-A. Thus, RTE makes implementation of compulsory education legally binding on all states/ union territories.

1.13 Education is a multi-faceted programme. Any education system involves not just the teachers and the students but the society as a whole. Universalization of primary education would depend on three main attributes - universal facilities, universal enrolment and universal retention. The first really means the delivery system which includes provision of primary education, supply of teaching-learning materials and the desired quality of teaching-learning in schools. These may be regarded as the major prerequisites for universal enrolment and retention. But enrolment and retention also depend on structural and attitudinal factors. These include both social and economic constraints. Thus, an evaluation of the existing status of primary education in the state involves not just evaluating the school system but also its relation with the socio-economic conditions of the population.

1.14 To elaborate, the delivery system involves directly the policy makers, the bureaucracy, and the teachers creating proper motivation and also in providing the right guidance, necessary infrastructure, development of the proper objective and subjective environment to impart knowledge to the recipients. Proper monitoring of the delivery system becomes crucial at every stage. At the primary level, these are particularly important as the recipients, children in the age group 5-6 to 8-9 years, are not in a position to feel the need for education, let alone articulate the deficiencies in the existing system. On the receiving side, the parents thus have to play a great role in inducing their children to go through the learning process. In a country like India, where a large proportion of the adult population remains abysmally poor and illiterate, the need for education of the children is often not given, *per force*, the priority it deserves from the parents. However, it is widely accepted that, *ceteris paribus*, a better delivery system induces new demand for education. To intervene meaningfully in engineering an essentially social process, it is imperative that an assessment is made of the existing condition. It is here that an information gap remains in most of the states in India including West Bengal. While we make an attempt in this study to assess the status through sample surveys, we may initiate the reader to the associated problems first through some already available information.

1.15 In the present exercise, we are mostly concerned with the first two. But before making a realistic estimate of them, it may be profitable to take a quick look at the major policies and administrative measures initiated by the present government and their impact on the educational scenario. According to the DISE Flash Statistics data for the year 2009-10, the number of primary schools in the state is 74,678 (it was 51,021 in 1995-96) and the enrolment of students upto class V is 10,545,319- up from 8,500,000 in 1995-96.

1.16 As per DISE data, on an average, each primary school in the state has 3.4 teachers for the year 2009-10. The pupil-teacher ratio (PTR) at primary school is around 34. In this same time frame, the percentage of trained teachers is 53.21% and the figure for teachers having received in-service training is about 42.12%. These figures are for all the schools.

1.17 An efficient delivery system also depends, to a large extent, on proper mobilization of resources and the development of a well structured management and administration. The resource includes both physical and human. Adequate allocation of fund is a precondition for developing the delivery system for UPE (upper primary education).

1.18 In 2009-10, the estimated spending on primary schools is Rs 4,94,25,000 and estimated spending on teachers training is total of Rs.21,25,59,000. Total estimated expenditure on teachers' salary is Rs.4,91,39,000. On the other hand, the estimated spending on school building repairing is about Rs.1,85,75,000. Total estimated expenditure in non formal elementary education is about Rs.5,62,000.

1.19 As for the human resources, it is necessary to have not just adequate number of teachers in the schools but also adequate training of these teachers to undertake their duty meaningfully. The minimum level of learning (MLL) of the students depends, among other things, largely on the teachers' ability to impart knowledge. This, in its turn, depends heavily on the teachers' knowledge, skills and motivation all of which are to, a great degree, functions of proper training of the teachers.

1.20 The West Bengal Board of Primary Education is aware of the problems and has taken a number of steps for the quality improvement of the teaching-learning process in the schools. A special programme called Joyful Learning (*Ananda Path)* has already been launched in a number of districts in the state with the help of UNICEF. It is primarily aimed at improving the quality of teaching at the primary level through special training of teachers and by improving the teaching aids and other materials and the physical infrastructure of the schools under the programme. Base-line studies are also being conducted in these districts to keep track of the development of the students brought under the programme. The present framework of Sarva Siksha Abhiyan (SSA) lays more emphasis on teaching-learning process through improvement of quality of text books and the use of teaching-learning materials.

1.21 The incidence of literacy, enrolment or retention/drop-out, education as such, is dependent not only on the delivery system but also upon the societal factors. Thus, gender, caste/community, and occupational and rural-urban inequalities all affect education. Moreover, West Bengal has some specific features not common with most of the other states in the country. It spreads longitudinally from the mountains of Darjeeling to the Bay of Bengal washing its southern shores. The state has Kolkata, the cosmopolitan metropolis, as its Capital. A large proportion of the population of the state is Muslims. All available information indicates that poverty and illiteracy are particularly prevalent among this segment of the population. All our household based analyses, hence, have been done at multiple levels. We have not only tried to capture the features of gender inequality by disaggregating our information for males and females for all strata, we have also given all the information separately for the broad social categories,

*i.e.* scheduled castes and tribes, minority community and the general population. Kolkata, being a cosmopolitan metropolis, has its own unique features. No other town/city in West Bengal is comparable with the city in terms of the size of population and complexities related to a cosmopolitan metropolis. We have thus considered Kolkata separately within the urban framework.

1.22 It will be appropriate at this stage to inform the reader about our survey design and method of analysis. We had organized a survey of all the households and the schools situated in 45 villages and 9 Urban Frame Survey Blocks selected as samples from all the districts of the state. The details of the sample design and the methodology are described in Chapter 4 of this report. We thus covered nearly 700 households consisting of nearly 3428 population spread all over the state. Attempts were also made to collect information from all the schools situated in the sample villages and the urban blocks considered. So far as the field surveys were concerned, the major task was to identify adequate number of surveyors from each districts and urban areas. We had prepared coded questionnaires separately for the households and the schools to be investigated. Thus it was necessary to have investigators sufficiently educated to grasp the codification to conduct the survey meaningfully. We had also to ensure that the surveyors/investigators would not have any stake in hiding the "truth". The investigators chosen had to fulfill two important requirements - they had to be all sufficiently qualified to handle the complexity of the survey, and they were not predisposed to create serious investigators' bias.

1.23 The primary education system at the all India level, and in most of the provinces, has five classes - class I to class V. Thus a child is expected to join formal education at the age five at class I and complete the primary education in five years time, *i.e.*, by the time the child completes nine years of age, she/he should be able to join the post primary level. Thus the target population age group for the primary level in West Bengal is five years and above but less than ten years. However, most of the primary schools in West Bengal have only four classes - Class I to Class IV. According to provisional DISE Data (2010-11), there are 51016 schools offering Primary Education and 10574 schools offering Upper Primary Education in West Bengal. Total 8901 and 8822 schools are offering Secondary and Higher Secondary Education in West Bengal respectively Thus, most of the children who desire to continue to study beyond class IV have to change schools. This very fact affects all the variables related to enrolment and drop-out of the primary school goers.

1.24 A major vexing phenomenon observed mainly in the low literacy regions, in the country and elsewhere, is the high rate of dropouts at a very early stage of education. In fact, the primary education policies in different parts of the world are aimed at reducing this high dropout rate by creating incentives to the students and the parents to keep the children in the school till they complete the desired level of education The present study particularly looks at dropouts at certain threshold points (e.g., class II, class V, and class IX)

# Chapter 2

## Education in West Bengal: A Secondary Data Review

2.1 The objective of this section is to review select secondary data to understand the situation of primary education in West Bengal. For this purpose, three official sources of data are used (i) Census Data 2001, (ii) Elementary Education in India; District Report Cards Raw Data 2008-09 and (iii) DISE 2009-10. In this review, Kolkata district is treated separately from other urban areas for obvious reasons. The major focus in this chapter, while using Census 2001 data, is on female literacy, gender inequality and population distribution. The District report card data is looked at in terms of infrastructural issues in primary schools

2.2 Table 2.1 provides an overview of district-wise population distribution. Additionally this table also provides information on number of inhabited villages and number of households per village. It can be seen that 72% of population was from rural areas. Similar statistic is observed for number of household- 71% of households were in rural areas. Medinipur has highest number of villages with a high population per household. Population per household is lowest in South Dinajpur. The dispersion of population among districts is higher in urban areas (coefficient of variation 1.12) as compared to the rural areas (coefficient of variation 0.59).

2.3 Table 2.2 gives us a scenario of distribution of villages according to female literacy as per census 2001. There were 168 villages in the state with no female literacy, of which more than 30% is in Medinipur. Of course, the female-illiterate villages constitute less than 0.5% of total number of villages in the state. It implies that the female population in the state has, by and large, achieved a minimum level of literacy. Only three districts (Howrah, Hooghly, and North 24 Parganas) have high women literacy rate- more than 80% of villages in these districts have female literacy level above 50%. Kolkata, however, is not included in this statistic. Thus, the degree of female literacy in the State has to improve.

2.4 Table 2.3 provides important statistic on the level of overall illiteracy in the State One-third of the population in the State is illiterate (Census 2001). Three districts (Malda, Murshidabad, and Purulia) have more than 40% of the population illiterate.

Only Kolkata has less than 20% of its population illiterate. Thus there is huge scope of improvement in the overall literacy in the State.

2.5 Tables 2.4 and 2.5 provide data on gender inequality in literacy. Six out of 18 districts (Census 2001) have gender inequality of more than 20% in literacy. The gender inequality is worst in Purulia, where the female literacy is low. Whereas, Uttar Dinajpur with similar female literacy has lower gender inequality. This may be due to high non-general category population in Purulia. There is a high negative correlation between total literacy and gender inequality – around -0.5. Kolkata with 80% literacy level recorded around 7% gender inequality in literacy.

2.6 Table 2.6 provides data on district-wise distribution of sex ratio. It is interesting to note that the sex ratio is inversely related to female literacy. The correlation coefficient is about -0.3. It indicates that female literacy is higher in districts which have low sex ratio. For example, the sex ratio is lowest in Kolkata (Census 2001) which recorded highest female literacy rate (77.3%). Whereas Purulia with a high sex ratio (954) has the lowest female literacy rate (36.5%). This paradox may indicate a discouraging trend- literate female member in the household willingly or unwillingly oppose girl child. It also reinforces the fact that minimum level of literacy does not guarantee social awareness. It is all the more important to spread social awareness among the literate female members in the household. The drive for literacy should not confine itself to mere reading and writing skills. It is expected that the two missions- SSA and RMSA would help in addressing this issue in the long run

2.7 Table 2.7 provides data on scheduled caste (SC) and scheduled tribe (ST) population in the districts. The percentage of SC population is highest in Kochbihar (50.11%). The respective female literacy rate is 56.1%. The lowest percentage of SC population is in Kolkata (6.01%) and the respective female literacy rate is 77.3 % which is highest among all districts.SC population in Bankura (31.24%), Jalpaiguri (36.71%) and South 24 Paraganas (32.12%) is about one third of its total population. Other than Kolkata, percentage of SC population is lowest in Murshidabad (12%). Only three districts (Jalpaiguri, Purulia, and South Dinajpur) have sizable ST population – more than 15% of the total population. The level of female literacy and population category are not highly related. However, it is important to note that the relationship between SC/ST population and female literacy is negative, whereas the relationship of female literacy and general category population is positive. The policy implication of this observation is that the government should make special efforts to improve the reach and delivery of school education in these districts



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2.8 Table 2.8 provides a district-wise distribution of primary schools (Govt ) according to type of school building. These data are collected from Elementary Education in India; District Report Cards (DISE) Raw Data 2008-09. The data shows that as of 2008-09, about 16% of primary schools in the State did not have any building structure and about two-thirds (72%) of primary schools had pucca buildings. The number of primary schools (Govt.) is highest in Paschim Medinipur (4672) among which 2164 schools have pucca school building, 969 schools have partially pucca building, 124 schools have kuccha building, one school is under the tent, 1363 schools have multiple type of building and 508 schools have no building at all. The lowest number of primary schools is in Siliguri (397) with 82 partially pucca building, 6 kuccha building, 17 multiple type building and 3 school without a building. Most of the districts have no school in tent but in Hugli (1), Paschim medinipur (1), Murshidabad (3), Nadia (10) and Uttar Dinajpur (1) few primary schools were run under the tent. Darjiling (252) district has the most number of Kuccha school buildings and Uttar Dinajpur, Burddhaman, Birbhum and Dakshin Dinajpur have no kuccha building at all. 1578 schools in North 24 Paraganas have no school building for them. In Howrah (983), Purba Medinipur (831) and South 24 Paraganas (888), Kochbihar (790), Maldah (897) districts have a large number of schools without building. Thus it was expected that funds under SSA would help the State address the basic infrastructure issue. The report will revisit this issue in a subsequent chapter.

2.9 Table 2.9 gives a picture on distribution of primary schools according to average number of classrooms. According to table 2.9 the State-level average number of class rooms per government owned primary school is 3.48. Whereas the average number of class rooms in primary schools in the State as per DISE state-wise statistic was 2.7 in 2007-08, which has increased to 3.1 in 2009-10. There were nine districts whose number of class room per government-run primary school is less than state-level average. Siliguri (9.03) has the highest number of classrooms. Average number of classroom is lowest in Puruliya (2.64) district. Barddhaman (4.14), Howrah (3.81), Purba Medinipur (3.55), Murshidabad (3.87), Jalpaiguri (3.83), Maldah (3.59) and Nadia (4.06) districts have average classrooms more than 3.5.

2.10 Table 2.10 provides a district-wise distribution of primary schools according to average number of teachers. The State-level average number of teachers per government owned primary school is 3.28. However, there were eight districts whose number of teachers per government-run primary school is less than state-level

average. Murshidabad (4.19) district has the highest number of average teachers in primary schools and Puruliya (2.14) has the lowest. Howrah (3.69), Hugli (3.40), Jalpaiguri (3.58), Kolkata (3.59), Maldah (4.14), Nadia (3.69), Siliguri (4.07) and Uttar Dinajpur (3.90) district have average teachers more than 3.5.

2.11 The RTE norms provide that the pupil-teacher ratio (PTR) should not exceed 40 in primary school and 35 in upper primary school. Table 2.11 shows the PTR in West Bengal and a select few states for primary and upper primary schools during 2009-10. It is observed that West Bengal lagged way behind Kerala. The PTR in upper primary schools in West Bengal was much above the national average. It implies that there is acute shortage of upper primary schools in West Bengal. The Government needs to take immediate steps to bring the PTR at par with the RTE norms.

2.12 Table 2.12 shows the educational development index (EDI) and the rank of a select states in India based on DISE data 2009-10. EDI shows the status of a state in terms of effectiveness of primary and upper primary education system. A set of 21 indicators have been used in computing EDI which are re-grouped into the four sub-groups, namely Access, Infrastructure, Teachers and Outcome indicators. Table 2.12 is self-explanatory. Access rank for primary schools in West Bengal is above Kerala However, the situation is quite opposite in case of upper primary schools. Other states mentioned in the table have also performed better than West Bengal in most of the indicators. A poor EDI ranking indicates that the State may have poor PTR, students-classroom ratio, and presence of untrained teachers, among other things The Government of West Bengal has to make sincere and timely efforts to improve the EDI ranking. Implementation of RTE norms and standards would definitely help the State improve EDI ranking.

# Chapter 3

## Review of Literature: Contextualising the Issues

In the recent past, school education has been at the centre of public policy discourse in the country. Given the immense public policy significance of education in the context of developing economies like ours, it has engaged the sustained attention of planners, policy makers, social science researchers, management consultants and independent professionals. Expectedly, there is abundance of literature which deals with different facets of the school education system in the country. On the one hand, this literature brings out the lacuna and bottlenecks in the system; on the other hand, it underlines the accomplishments and opportunities. This literature review draws upon such previously published reports undertaken by academic institutions and non-governmental organisations concerning the educational landscape in West Bengal as well as other parts of the country. Besides, it makes use of literature available in scholarly journals which mainly comprise academic research conducted by independence researchers. At places, references are made to empirical material dealing with countries of the developing and the developed world to the extent they form the basis of inferences and insights drawn by various scholars depending on the particular aspects of the problem they were investigating.

The purpose of this literature review is to contextualise the challenges faced by the school education system in West Bengal. It promises to offer us a comprehensive framework to analyse the primary data collected through school and household survey. It has the added advantage of providing us with a comparative frame of reference against which an assessment of the school education system in West Bengal can be fruitfully made. It does not merely contrast the performance of the state on different parameters against the national average but also brings in insights culled out from the experiences of the other states. In this sense, the literature review presents a set of issues which need to be addressed in order to restructure the present system to ensure universal reach of quality education in the state. In the interim report, these issues have just been flagged and they will be elaborated in the final report. The review of literature is thematic in organisation and adheres to the terms of references of the research project as agreed upon between the Indian Institute of Management Calcutta and the Government of west Bengal. We wish to further explore the issues within the current context of West Bengal, and relate them to our primary findings in the final report.

### *3.1 The effective integration of formal schooling system with that of non-formal set up including adult education towards the goal of universalization of primary education*

#### 3.1.1 The effective integration of formal schooling system with that of non-formal set up

The non-formal set up for education focuses on the education of the school dropouts, working children, girl children and all those of school-going age who fail to attend formal schools owing to a variety of circumstances. It also includes in its scope the non-literate adults. Its mandate is to cater to those children who could not get access to schools in and around their locality whatever be the reason for their not being part of the formal set-up. In fact, the quality of non-formal system of education and its compatibility with the formal system feature in the National Policy on Education, 1986 (henceforth NPE) which recommends inclusion of different 'modern technological' (NPE, 1998:14) means to achieve an improved educational environment at the Non Formal Educational (NFE) Centres. It suggests hiring of well-trained young people of the adjacent locality as instructors for effective and quality instruction in such centres. Besides, the NPE (1986) suggests a host of measures to enhance the quality of the NFE so that it can be comparable with the formal one and also to facilitate seamless movement between the two systems. Measures to improve the quality of the NFE include the framing of a planned curriculum, synergy of the national core curriculum with the learners' need and the local environment, provision of free of cost and high quality learning equipments, creation of 'participatory learning environment, and activities' (NPE, 1998:15) such as excursions, games, cultural programs, etc. The same policy provides the opportunity of lateral entry into the formal schooling system for the children with NFE.

As per the official records, 30% children dropout at an early stage without completing the first five years of schooling and 50% children drop out during the period of eight years of compulsory schooling.[1] The integrated 'micro-planning' and 'grass roots level' (NPE,

[1]Reddy, A.N., Sinha, S., *School Dropouts or Pushouts? Overcoming Barriers for the Right to Education*. National University of Educational Planning and Administration. (NUEPE). New Delhi. Create Pathways to Access, Research Monograph No. 40.Research commissioned by the Consortium for Research on Educational Access, Transition and Equity (CREATE). University of Sussex. UK. July. 2008.

1998:15) networks between the formal and non-formal schooling are necessary to solve the problems of dropouts. That type of integration with the NFE also helps to achieve free, compulsory and quality education for all the children below 14 years. According to the NPE (1986), the government is responsible for the NFE through different means like the PRIs and it also encourages different volunteer organizations to work on that issue.[2] In this regard, different government initiatives like The State Resource Centre for Adult Education take over the responsibility of the training of the District Resource Persons (DRP) and the Master Trainers (MT) to accelerate and improve the adult education program under the NFE. [3]

### 3.1.2 Adult education towards goal of universalization of primary education

According to the 2001 Population Census the literacy rate of India is 65.38%. To achieve the goal of Education for All (EFA), the situation needs a two faceted action, i.e. encompassing the adult literacy and to promote the primary education for all the children of a specific age group. The National Literacy Mission promises the education of the adults especially for those of 15-35 years of age through the 'total literacy campaign' (NPE, 1998:11). That type of adult education through the non-formal set up needs a growing awareness of the target population about their present socio-economic condition and their firm belief & confidence on the probable ways that can put an end to the disadvantageous condition of the non-literacy. The adult education program should also include the vocational training, practical skills, competencies and knowledge along with the literacy campaign. To organize a successful NFE program and adult education, it needs wholehearted support from different parts of the society, like different educational institutions, mass media, teachers, youth, students, voluntary agencies, etc The adult education program also includes further educational facilities for the neo-literate and primarily educated adults. That may help them to access an upgraded lifestyle and comfortable work atmosphere. Some possible and popular ways of adult education should include the learner's opportunity to choose their educational parameter, establishing educational centres, providing books and other study materials, option for workers' education with the help of the particular authority and the government, use of mass media and culture for education, forming learners' community or group, enabling the distance learning program, etc.

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[2] National Policy on Education 1986 (as modified in 1992) with National Policy on Education, 1968. Government of India, Department of Education, Ministry of Human Resource Development, New Delhi. 1998.

[3] Chattopadhyay, R., Chaudhury, S., Ghosh, S.K. et.al. *The Status of Primary Education in West Bengal.* IIM Calcutta. 1998.

## 3.2 *Language and communications problem at the primary level and some possible ways to overcome the barriers of communication between the student and the teacher through ideal pedagogical concepts*

### 3.2.1 Language and communications problem

In West Bengal, the most common languages are Bengali, Hindi, Santhali, Urdu and Nepali. Approximately 98% (or more) population of the West Bengal are covered under one or more of these five languages.[4] It goes without saying that the primary level education and proper learning need a frequent communicative interaction between the teachers and the students that goes beyond the standard use of formal language of instruction in a classroom setting. It is well-known that along with the teacher- student interaction, the delivery system and different social factors also positively influence the enrolment rate, literacy rate and drop-out rate of the pupils. To be sure, the ease of communication between the teacher and the taught creates a conducive learning ambience in a school. As discussed in the Pratichi Report, 2009, in general, those teachers, who travel to the school from a distance, somehow fail to establish an interactive link with the 'local community'.[5] The lack of organic communication is, however, not simply a matter of lack of physical proximity or geographical distance. It is, more often than not, a function of class that gets translated into the visible gap in terms of language barriers between the teachers and the students. Teachers' class backgrounds predispose them towards teaching in the mainstream and standard Bengali language which would generally be devoid of colloquial expressions and local/regional linguistic variations. This becomes acute in the case of tribal children and the children coming from the disadvantaged social backgrounds without much exposure to the formal system of schooling. According to the Pratichi Report (henceforth PR) (2002), teachers do not often understand the language spoken by the tribal or the so-called 'low-caste' (SC) students (Mohan, 2005:5). Evidently, such differences in the use of language adversely affect the learning procedure. Besides, the students from these categories (for example, the 'Adivasis') usually face an uncomfortable situation in the class room[6] which lowers their participation level in the learning processes.

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[4] Chattopadhyay, R., Chaudhury,S., Ghosh, S.K, et.al. *The Status of Pnmary Education in West Bengal.* IIM Calcutta. 1998.

[5] Rana,K., Sen, S Sarkar, M, *et al. The Pratichi Education Report II—Primary Education In West Bengal: Changes and Challenges.* Pratichi (India) Trust. Delhi. Dec. 2009.p.61.

[6] Jha, J. Primary Schools in West Bengal. *Economic and Political Weekly.* July.2003.

The languages of the tribal people (STs) have their own innate traits, resulting from their specific socio-cultural background. So, it is necessary to develop the initial study materials and curricula in the tribal language. This should be done in such a way, so that the students can further shift to the regional languages.[7] In West Bengal a large number of populations belong to the scheduled tribes like Santals. They surely face a difficulty in understanding the Bengali language. In spite of that, the Santali language is not used as the medium of instruction in the Santal-dominated schools of West Bengal. Even, the available textbooks on Santali languages are not studied in many schools.[8]

### 3.2.2 Teachers' perception

Consequently, the language problem has a direct and poor impact on the teachers' perception. Based on the report "The Delivery of Primary Education: A Study in West Bengal" (The Pratichi Education Report, 2002), Jha (2003) cites that most of the teachers, belonging to general caste category, reflect a 'poor opinion' concerning the education of the SC, ST and Muslim students. The teachers usually fail to recognize the language difficulties of these children. The same PR report cites that, a teacher in Birbhum opines that the Santali children can't just understand the instructions and study books, though the teachers interact with them for several times. Among the high and middle caste teachers 75% perceive that the SC and ST students are lacking the intelligence and motivation to study (PR, 2002:32). On the other side of the coin, some teachers hold a different opinion that the Santali speaking students need some Santali known teachers. This will help them to understand their studies properly. Apart from that a few exceptional teachers are also trying to overcome these language barriers (Jha, 2003).

### 3.2.3 Possible ways to overcome the language problem

To overcome those barriers of communication the resolution of "equity policy" is very much significant. According to Sapon-Shevin (1999), the division K of the American Educational Research Association approved the "equity policy" in 1998, which includes that the 'teacher

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[7] National Policy on Education 1986(as modified in 1992).Government of India, Department of Education, Ministry of Human Resource Development, New Delhi. 1998.

[8] Mohan, D. *Education as Regulated Means of Representation: Methodological Failures in the First Pratichi Report, 2002.* Conference on Religious and Social Fragmentation and Economic Development in South Asia, A D White House, Cornell University. Oct. 2005.*pp.*5, 6, 15.

education programs' should be communicative to all the students for their improvements.[9] It has been observed that the qualified teachers can improve the students' quality. Besides that, teacher characteristics also directly influence the teaching method and the instructional procedure. [10] But, in many cases teacher characteristics bears no relations with the teacher quality. In that case reward on the basis of teacher characteristics may be much more effective rather than the reward on teacher quality. According to Victor Lavy (2002) the performance based payments and incentives for the teacher effect positively on the students' outcome in Israel.[11] Hanushek (2006) opines that the previous idea is fruitful in case of other places too. Stotsky (2006:257) suggests that with the 'generic professional knowledge', teachers should also acquire the 'license-specific pedagogical knowledge' for improving their quality.

The quality of delivery system and teaching-learning procedure in the school, both are important for the universalization of primary education. At primary level, as per the IIM Calcutta Report on Primary Education (1998), the children of the age group of 5/6 to 8/10 years can't feel the urgency and necessity of the education. Even, they roll on the system without checking their language difficulties. In that case, it is necessary for the children, to get the priority concept of the education both from the school and the family. Unfortunately in India, a large proportion of the adult population is non-literate and even fails to realize the need for education. As a result, children from these families are not facilitated with the priority concept of the education. In such a critical situation, the students totally depend on the teachers to overcome the communicative barriers. According to the PR (2009), a chairperson of a district primary school council suggests that the decentralized recruitment procedure of the SSKs may be followed at primary level to overcome that issue. In that design, it is mandatory to recruit a SSK teacher (sahayika) from that concerned or adjacent area. It may help the teachers to interact with the students in the local language and to understand the social factors properly. The PR (2002) suggests that the language problem seeks a sincere and urgent attention.

[9] Stotsky, S. Who Should Be Accountable For What Beginning Teachers Need To Know?. *Journal of Teacher Education*. Vol.57,No.3. American Association of Colleges for Teacher Education (AACTE). 2006.
[10] Hanushek,E. Rivkin,S.G, *Handbook of the Economics of Education*, Vol2; Elsevier B.V. 2006.
[11] Rockoff, J.E. The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. *American Economic Review*. Vol 94.No.2. American Economic Association. May.2004.

### *3.3 School distance and accessibility problem with the need to economize on school construction so as to make best use of available resources*

#### 3.3.1 Problem of school distance and accessibility

Achieving the goal of Universalization of Primary Education (UPE) needs a profound number of schools and SSKs within an accessible distance. As per the IIM Calcutta Report on Primary Education (1998), requirement of primary schools in West Bengal is about 7,240 in number. In order to fulfil the necessity of additional schools, the State needs to make best use of the available resources for developing infrastructure and the school building for UPE.[12] The SSA Act suggests making the school distance accessible by providing *one primary school within a kilometre of children's habitation.* After completion of five years of primary education, a student of nine years of age requires to shift to upper primary or secondary school. As per the SSA Act, there needs to be *one upper primary school within every three kilometre of the student's habitation.* On the other hand, the RMSA Act suggests that *distance of any secondary school should be within five kilometres* and in case of the *higher secondary school it should be within the seven to ten kilometre from the habitations.* The numbers of upper primary, secondary and higher-secondary schools are not enough against the total of primary schools, which are funded by the government. Accessibility problem of the higher level schools seriously affect the children, who discontinue study at the transitional stage between the two levels. On the other hand, a suitable school construction is of utmost importance for an effective and quality education. Such physical infrastructure and facilities provide a comfortable learning environment, accelerate the learning procedure [13] and increases the students' interest[14].

#### 3.3.2 The role of school construction with a need to economize it so as to make best use of available resources

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[12] Chattopadhyay, R., Chaudhury, S., Ghosh, S.K, et.al. *The Status of Primary Education in West Bengal. IIM Calcutta.* 1998.
[13] Pritchett, L., Pande, V. Making Primary Education Work for India's Rural Poor: A Proposal for Effective Decentralization. *Social Development Papers, South Asia Series.* Paper No. 95. June. 2006.
[14] Iyengar, R Why Do Children Go To School?. *Economic and Political Weekly.* June 26 2004

The quality of education and attendance rate of students is inextricably interwoven with the school infrastructural criteria like, seating arrangements, toilet and playground facilities.[15] According to Jalan (2010), three-fourth primary schools i.e. approximately 240 schools in the West Bengal obtain a permanent infrastructure, while one-fourth schools possess only semi-permanent structure. Regular repairing and maintenance of school construction might be a possible way to make best use of available resources. This economization can accelerate quality education.

### *3.4 The existing system of pre-school education and possible methods for nurturing the children below five years so as to make them ready for formal schooling after attainment of school going age*

#### 3.4.1 Background

The UN Convention on the Rights of the Child (United Nations, 1989) internationally as well as officially first emphasized the need to recognize children's right (Rao, 2005). Later with many other UN declarations[16], the UN General Assembly (2002) also focuses on the "Care for Every Child" and promises to achieve a "World Fit for Children". In India, the fundamental rights of young children are practically served by the Integrated Child Development Services (ICDS) program. ICDS program promotes the survival, development and early education of the young children (Rao, 2005).

#### 3.4.2 The existing system and problems of pre-school education

The "Pre-school education" actually designates an educational engagement, for a 'part-day' in the centres, specifically for the children above three to four years.[17] According to GOI (2001), in India total 157.86 million children are up to the age of six years. As per the 2001 Census, 14% of the total population of West Bengal is under six years of age, while this percentage is 16% for the country as a whole. The Ministry of Human Resource

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[15] Jalan, J., Panda, J. *Low Mean & High Variance: Quality of Primary Education in Rural West Bengal.* Centre for Studies in Social Sciences, Calcutta. 2010.
[16] Rao, N. Children's Rights To Survival, Development, And Early Education In India: The Critical Role Of The Integrated Child Development Services Program. *International Journal of Early Childhood.* Vol.37, No.3. 2005.
[17] Boocock, S,S. Early Childhood Programs in Other Nations: Goals and Outcomes. *The Future of Children Long-Term Outcomes Early Childhood Programs.* Vol.5, No.3. Winter. 1995.

Development in collaboration with the Department of Women and Child Development facilitates different 'government and government-aided programs' on the education and care of the young children (Rao, 2005:16). The early childhood care and education (ECCE) are important for the children of three to six years of age, especially for preparing them towards their subsequent participation in the schooling system. SSA accepts that importance and simultaneously the Government of India promoted the ICDS Schemes, in 33 blocks, in 1974 to fulfil the aims of ECCE. Now, ICDS centres cover 5600 blocks of India.[18] Still, only 12% children in India receive the facility of any early childhood care and pre-school education program (Boocock, 1995). According to Swaminathan (1993, 1998), in India the early Childhood services form a "dual track" (Rao, 2005:16). In the first track, the government funded programs usually promote the services especially for the socio-economically disadvantaged children. On the other hand, the second track involves the services offered by the private sectors. Usually the children with the upper- and middle-class background avail of the later facilities.

The Pratichi Report (henceforth PR) (2009:61) states that the mothers, from poor socio-economic backgrounds, generally express their eager interest towards the pre-school education, apart from the SNP (Supplementary Nutrition Program) in the ICDS. The PSE (Pre School Education) gets the highest priority from the 64.6% people, while the same percentage for the SNP is of only 14.3%. In West Bengal the pre school children usually learns rhymes, short stories, Bengali alphabet, counting, etc. Some of the guardians contend that in some cases the PSE level, at ICDS centres, is higher than that of the other private kindergarten schools. Yet, the tribal children face a language difficulty during the PSE program. This type of communication gap in the tribal dominated centres not only leads to a poor implementation of the PSE program, but also disccurages the child from attending such centres. In spite of that, policy discussions do not recognize these problems seriously. Also, the quality of the PSE depends on the efforts of the AWW (Anganwadi Worker), supervisor and CDPO (Child Development Project Officer). Among the respondents mothers 64% opine that, the irregularity, half- heatedness and lack of 'seriousness and dedication' of the concerned AWW affect the PSE program (PR, 2009:62) Some CDPOs also agrees to that. While, the concerned AWWs mostly complain that the lack of infrastructure, economic resource and 'weak commitment' withhold them from delivering quality PSE program (PR, 2009:63). Actually, it is the true fact in many cases.[19] Apart from these all, Rao (2004)

[18] Manual for Planning and Appraisal. Sarva Shiksha Abhiyan, A Programme for Universal Elementary Education. Ministry of Human Resource Development. Department of Elementary Education & Literacy. April. 2004.

[19] Rana,K. Sen, S. Kundu, M, et al. *The Pratichi Child Report: A Study on The Delivery of ICDS in West Bengal with a foreword by Amartya Sen.* Pratichi (India) Trust. Delhi. Feb 2009.*pp.*10,61,62, 63.

discusses that the dull curriculum, 'poor learning environment' and ineffective teaching discourage the children and they want to get rid of the centres (Rao, 2005:28). Many researchers like, Kaul (2002), Nair & Radhakrishnan (2004), Rao (2004) and Sharma (1998) finally opine that the ICDS fails to provide a high–quality pre-school education, but it can be much improved (Rao, 2005).

### 3.4.3 Possible methods for improving the system of pre-school education

Different suggestive methods for improving the PSE may be followed from the similar successful programs. Since 1987, a successful pre-school education program is running in the state of Uttrakhand by a NGO, namely, Uttrakhand Environmental Education Centre. Some of the reasons for the success of that program are as follows: decentralized participation of the local women as well as the community (National Policy on Education, 1998) in the program planning and implementation, recruiting local women as teachers, professional quality development training for the teachers, need identification and its fulfilment, etc. Recruiting teachers from the concerned locality helps to develop a positive interaction between the teacher and the young children and to overcome the language barriers.[20]

For the quality improvement, some researchers suggest the formation of a small class size. According to Krueger (1999), the test score of those kindergarten students, who constitute a small class size raises by the S.D value of 0.22. The same study also reveals that the teacher characteristic affects a little on the students' outcome at the kindergarten level.[21] As per the U.S. standards also, small group size and a low child to staff ratio are the two most important quality parameters. For a better delivery of pre-school education system some nations follow the child-cantered or "developmentally appropriate" model (Boocock, 1995:110). New Zealand and some industrialized Asian nations reject the concept of free-play to achieve a quality PSE. Similarly in India, the National Policy on Children (1998) suggests the child oriented ECCE programs. Avoiding the formal methods, the policy focuses on child's individuality and playing. In the national policy, the ECCE, first and foremost, tries to involve and develop those children, who are the first generation learners. Consequently, the pre-school education positively accelerates and strengthens the impetus

[20] Sood, N. Early Childhood Care and Education, Reflections on an Innovative Programme. *Journal of Indian Education.* Vol. 32, No.1.NCERT. Feb. 2007.
[21] Krueger, A.B. Experimental Estimates of Education Production Functions. *The Quarterly Journal of Economics.* Vol.114, No.2. JSTOR. MAY.1999.*pp.*497-532.

for primary education.[22] Regarding this, Boocock (1995) cites a 1983 study in Singapore which asserts that the children, who attend pre-school education, perform better and easily handle the academic tasks in their further formal schools. A study done in the context of Hong Kong corroborates the fact that the pre-school education is the necessary first step towards the formal school, the latter being the most common way for the socio-economic mobility. In the Indian context, the Pratichi Report (2009:10) suggests the need for an organizational change for the purpose of making ICDS an effective programme. Such an organizational change has, of necessity, to seek the 'locally informed' arrangements rather than follow blindly the 'globally theorized' ones.

### *3.5 Existing class and economic barriers, Method to remove such barriers and the need to maintain educational expenses within the reach of the common man.*

#### 3.5.1 Educational expenses and its determinants

People from all classes and socio-economic backgrounds expend 'considerable amount' of money for the education of their children. According to Tilak (2002), the "free" education is a misnomer in the Indian context given the economic barriers to its accessibility. A host of factors such as household income, household expenditure, and educational qualifications of the head of the household, demographic burden, caste and religion impinge on the educational expenditure. Likewise, availability of the school in the neighbourhood, distance of the school and various incentives (namely, mid-day meal, distribution of text-books, school uniforms) directly influence the quantum of educational expenses.[23]

More importantly, the widely prevalent practice of private tuitions has added to the quantum of educational expenditure. In the Pratichi (India) Report, 2002, Amartya Sen writes that the "evil of private tuition" perpetuates the 'class divisions' in an uninterrupted way. It also violates the commitment of the Indian Constitution for "free education".[24]

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[22] National Policy on Education 1986(as modified in 1992) with National Policy on Education, 1968.Government of India, Department of Education, Ministry of Human Resource Development, New Delhi. 1998.

[23] Tilak B.G. Jandhyala; *Determinants of Household Expenditure on Education in Rural India*. Series.No.88. NCAER, New Delhi. Aug. 2002.

[24] Mohan, D. *Education as Regulated Means of Representation: Methodological Failures in the First Pratichi Report, 2002*. Conference on Religious and Social Fragmentation and Economic Development in South Asia, A D White House, Cornell University. Oct. 2005.*p.*1.

### 3.5.2 The effects of existing class and economic barriers

Arguably, the visible and not-so-visible constraints on the availability of "free education" 'disproportionately' affect the students from lower socio-economic backgrounds and disadvantaged classes such as daily wage-earners, SC, ST, low castes and Muslim students. Exceptions apart, in general, scheduled caste and scheduled tribe students suffer more than the students belonging to the Hindu general category. As per the NSS data (GoI, 2006b), in the rural areas, 36.5% of the SC population and 45.9% of the ST populations are below the poverty line. In urban areas, these percentages are 38.5% and 34.8 % respectively. In particular, the proportion of the Muslims in the West Bengal is comparatively larger than the other states of India, e.g. Uttar Pradesh, Andhra Pradesh. Also, Muslims in West Bengal suffer from severe economic handicaps. Their insolvent family backgrounds and poverty accelerate the low participation level at school and lead to the higher drop out rate.[25]

According to the Pratichi Report (December 2009), there are minute differences based on the socio-economic categories in terms of ability and efficiency among the students of class III and IV. The figures show that 13% of the SC students, 29% of the ST students and 25% of the Muslim students of these classes are unable to read. On the other hand, 13% of the SC students, 43% of the ST students and 27% of the Muslim students do not have the requisite writing skills. While, only 8% students of the 'other'/ 'general' community are lacking in reading and writing skills.[26]

### 3.5.3 Remove the barriers and establish equality for all

The present situation, regarding the class and economic barriers, is not a sui-generis one; rather it bears the burden of a long consequential historical-background. In the Indian case, class divisions have been actually intermeshed with "caste-based categorization".

To overcome these disadvantageous conditions, students from these backgrounds need special care and attention. Well-calibrated learning procedures and the requisite

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[25] Govinda.R, Bandyopadhyay .M. *Access to elementary education in India: Country Analytical Review*, National University of Educational Planning and Administration.
(NUEPE). New Delhi. Research commissioned by the Consortium for Research on Educational Access, Transition and Equity (CREATE). University of Sussex. UK. July. 2008.
[26] Rana,K. Sen, S. Sarkar, M, et al. *The Pratichi Education Report II—Primary Education In West Bengal: Changes and Challenges.* Pratichi (India) Trust. Delhi. Dec. 2009.*pp* 12-25.

sensitivity on the part of the teachers can largely mitigate the adverse impact of class distinction and disadvantageous conditions on the learning of the children. To provide equal opportunities for all in terms of learning despite class differences remains the foremost challenge of the day. At all events, the role of home, social relations between the teacher and the students, the teachers' perception of the taught, the degree of priority, attention, delivery, accountability of the teacher, work environment, accessibility of the school are important parameters of the schooling procedure.[27] Yet, the importance of minimising the educational expenses can hardly be overemphasised.

### 3.5.4 Minimising the educational expenses

From the coefficient of elasticity, it is clear that the government expenditures on education and the household expenditures on the same are complementary. Logically, it is important for the government to assign more funds for the education so that it gives fillip to the 'mobilization' of household educational expenses. To fulfil the goal of the universal elementary education (UEE), as well as to eradicate the socio-economic barriers to school education, it is necessary to augment the investment of public resources in education and strengthen the nature of public spending. An efficient and optimal public spending for education is non-negotiable.

The 11th Five–Year plan has proposed that the funding pattern to the Sarva Siksha Abhiyan (SSA) – a government program for the Universalization of Elementary Education (UEE) - may be revised in a 50.50 funding proportion between the centre and the states. Some states like Rajasthan and Bihar have already reacted on the increased funding burden on the states due to the 'shortfall of funds'. Previously, the ratio was 75:25. According to the mid-term appraisal of the 10th five year plan such a ratio was meant to accelerate and fulfil the objectives of SSA by 2010.[28]

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[27] Mehrotra,S. Reforming elementary education in India: A menu of options. *International Journal of Educational Development.* Vol. 26. Elsevier, 2006.

[28] Elementary Education: A Sorry State. *Economic and Political Weekly.* July 14, 2007.

## *3.6 The role of elected representatives in relation to the functioning of the schools and measures to protect the school education from outside interference with a view to achieve appropriate academic atmosphere in the schools*

### 3.6.1 The role of elected representatives in relation to the functioning of the schools

An amendment of the Indian Constitution enhances the "strategy of so-called decentralization of educational management through the panchayati raj".[29] Certain problems of the elementary education could indeed be attributed to the Panchayati Raj Institutions (ibid). On the other hand, Ghosh (2002) argues PRIs are responsible for decentralized management of the elementary education and have done a commendable job. They also serve as a tool for linking different grassroots level institutions to achieve the goal of Education for All (EFA).[30]

Elected representatives of the panchayats help in carrying out programs for the identification of non-enrolled children and dropouts to accelerate the EFA program. This type of self initiated programs depict that these members can play a significant role in the functioning of schools. The Gram Sansads are responsible for ratification of the newly reformed school managing committees. In the present context, the Universalization of Elementary Education (UEE) needs a prominent support from the Village Education Committee (VEC). Its active involvement in the awareness campaigns, for the ensured enrolment and retention of the children, and in other components of the UEE program demand a specific place in the primary education system. However, the main problem remains that interference of elected representatives results in political polarization among the teachers. In worst cases, it politicizes the school atmosphere and politically victimizes the teachers. The presence of such unhealthy political correlation often lowers the attendance rate of the student by three to four percent.[31] Excessive interference of the elected representatives can also destroy the comfortable and decentralized working

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[29] Acharya. Education: Panchayats and Decentralisation, Myths and Realities' *Economic and Political Weekly,* Feb 23, 2003:788.
[30] Ghosh, B. Panchayats and Elementary Education. *Economic and Political Weekly.* May 11. 2002.
[31] Jalan, J., Panda, J. *Low Mean & High Variance: Quality of Primary Education in Rural West Bengal.* Centre for Studies in Social Sciences, Calcutta. 2010.

atmosphere In many cases, the concerned panchayat members are accused of producing false enrolment records. This increases the number of allotted books, teachers and a spare amount of ration. These supplementary funds and materials are sometimes marketed without a legal procedure. Involvement of the panchayats and the department of rural development to the functioning of primary schools sometimes give rise to a dilemma in decision making. Concerned decision making committees are usually bound to please every stakeholder of the school-management related body, which results in lack of efficiency and a creates problems with implementation.

### 3.6.2 Measures to protect the school education from outside interference with a view to achieve appropriate academic atmosphere in the schools

The school functioning system needs to organize a suitable working boundary to protect the schools from various politicized problems and to achieve an appropriate academic atmosphere with a proper decentralized management.[32]Rana (2003) also suggests that SSK and primary school governing bodies needs a work environment free from the politicized and bureaucratic order. It may be possible to form such an environment through the positive support and interfere of the local communities.[33]

## *3.7 The existing system and problems of education for children with differential abilities or special needs and possible ways for bringing out the potentials of such children in a structured manner*

### 3.7.1 The existing system and problems of education

The objectives of SSA include the equal opportunity and quality education for the children with special needs (CWSN). Previous experience from the District Primary Education Program (DPEP) shows that it is possible to provide quality education for the CWSN in the

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[32]Chattopadhyay, R., Chaudhury, S., Ghosh, S.K, et.al *The Role of the Panchayats in Primary Education in West Bengal. Extension of the previous study: The Status of Primary Education in West Bengal.* IIM Calcutta. 1998.

[33] Rana, K., Das, S, et.al. State of Primary Education in West Bengal. *Economic and Political Weekly.* May 31, 2003.

formal schools along with the regular students.[34] Special children need to develop the confidence and courage for their normal growth. The National Policy on Education (henceforth NPE) (1998) suggests that these measures of the normal growth can be best developed as an integral part of the existing system of education with the common children. The 'children with motor handicaps' and others with a low level of differential ability should have the opportunity to acquire the education with the other common pupils (NPE, 1998:11).[35] Lacks of awareness regarding the capability of these pupils, well-entrenched social attitude, teachers' perception & their way of interaction, and the sympathetic pathos towards these children make them socially excluded and marginalized. Indeed, the SSA manual for planning and appraisal (2004) stresses the importance of CWSN inclusion under the regular educational system. To fulfil this objective, the SSA promises to follow the zero rejection policy which ensures the right to education to every CWSN. The SSA also agrees with the Persons With Disabilities (Equal opportunities, Protection of Rights & Full Participation Act 1995) and advocates the option of most comfortable educational environment for the CWSN as per their need, for example, the home-based education, special schools and the effective inputs through the EGS & AIE (Education Guarantee Scheme and Alternative & Innovative Education). In case of the child with severe difficulties, special schools and hostel facilities may be arranged at district headquarters.

The NPE (1998) also provides the opportunity of the vocational training for those with differential abilities. In this regard, it positively encourages any kind of voluntary work for their integration in the regular educational system and the provision of vocational training for children with special needs.

### 3.7.2 Possible ways for bringing out the potentials of the children with differential abilities

To bring out the best potentials of these children, those teachers who deal with the special children at the primary level need some special training. Specialised training of such teachers may have a positive impact on the teacher-student interaction. Moreover, special study materials and resources, consciousness of the concerned community, early childhood care and education (ECCE), are bound to facilitate the learning abilities of these children.

[34]Manual for Planning and Appraisal. Sarva Shiksha Abhiyan, A Programme for Universal Elementary Education. Ministry of Human Resource Development. Department of Elementary Education & Literacy. April. 2004.

[35]National Policy on Education 1986(as modified in 1992) with National Policy on Education, 1968.Government of India, Department of Education, Ministry of Human Resource Development, New Delhi. 1998.

For the improved learning outcome of these children, the SSA offers Rs.1200/- per annum for every special child. That amount may be spent on their particular personal educational requirements; special and alternative study materials etc. On the other hand, that funding may also help to improve the educational system by way of organization of the RCI (Rehabilitation Council of India) approved long term teachers training programmes, organizational planning and arrangements at the district level, awareness campaigns, workshops, and development of special devices for training etc. Lastly, the SSA manual (2004) suggests that, the district level planning may emphasize on the need identification, resource allocation and inclusive quality education of the CWSN as the most important issues rather than the admission of the differentially-abled children to the special schools.

**Comparison with other States:**

For all issues mentioned in the ToR, the IIM Calcutta team is also studying best practices from other parts of the country which have fared well to achieve inclusive education. The team is studying, for instance, Kerala, a state that shows effective decentralization of education through the 73rd amendment. Madhya Pradesh and Tami Nadu, both have done well in MIS and process changes. In this box, we focus mostly on the secondary data from Kerala In the final report, we wish to focus on these three states to, which will also include first-hand experience of the study team from the state visits.

A dominant political participation is prominent in Kerala. With the presence of such a political scenario, however, Kerala shows a gap between the rhetoric and practical procedure of educational decentralization. Local Self-Government Institutions ( LSGIs) were formed and strengthened as per the necessity of the state to empower the local bodies. In 1996 the state implemented the People's Campaign for Decentralised Planning (PCDP). Mukundan Mullikottu-Veettil and Bray Mark, *Decentralisation and Privatisation in Education*,ed. Zajda Joseph ( Netherlands: Springerlink, 2006), 111-113, This reform program and functioning of the PCDP is a prominent example of the difference between the planning procedure and the actual functionary in reality. In this context of decentralization of education the Kunnur district shows the typical features of the state as a whole.

Kerala State Literacy Mission (KSLM) provides non-formal and 'life oriented education' for the neo-literates. These help the adults to learn and to join in the continuing education program. The Calicut University and National Service Scheme actively participate in these programs for non-formal and adult education
<http://www.prd.kerala.gov.in/literacymission.htm>.

The major social groups in Kerala show some inter-relationship between the land-holding opportunities, class and economic conditions and educational opportunities.

The state provides pre-school education to children through the ICDS program, since 2 October 1975. Pre-school education mainly aims at the mental and physical capability development program. The method used for this purpose is Thematic approach. Conversation, stories and songs are adopted as a more useful procedure to teach the children rather than the reading, writing and arithmetic at the pre-school level. At present

there are 163 ICDS centers in Kerala <http://www.old.kerala.gov.in/dept_socialwelfare/Children.htm>.

There are specific schemes for education and care of differentially able children, such as Welfare Programmes for Differently Abled, Institutions for the disabled, Home for mentally deficient children, Care Home for differentially abled children, Pratheeksha Bhavan, Vocational Training Centres, Scholarship for differentially abled students Scholarships for the mentally challenged, etc. <http://www.kerala.gov.in/index.php?option=com_content&view=article&catid=103:social-welfare-department&id=>.

The community participation and monitoring mechanism in the educational system here has been activated through the "People's Campaign for Decentralized Planning" (PCDP) since the 1996 to establish the "Empowered Deliberative Democracy" (EDD). (Ref. Mukundan, M. V. In Democratic decentralization and primary education. a comparison of continuity and change in two districts of Kerala).

Like many other states, accountability of the teachers depend on the teachers' education, teachers training system and opportunity of the Probation of Teachers in schools and the inspection system. In case of the probation teacher, one is asked to show and establish her efficiency in teaching within a period of one year. <http://www.slideshare.net/dhanurajd/pragmatic-paradigm-of-setting-up-school-kerala-experience>. Some sources also indicate that there is a little lack of accountability of the teachers in Kerala and it needs to be maintained well.

More than 94% rural students access the primary schools within a distance one kilometer. About 98% students access the same within a distance of two kilometer. 96% and 98% of the rural population get opportunity to access upper primary and secondary schools within a distance of three kilometer and eight kilometer respectively.

## *3.8 The existing system of monitoring mechanism including community participation and the possible ways for strengthening that to promote efficiency and to achieve the goal of universalization of primary education*

### 3.8.1 The existing system and problems of monitoring mechanism including community participation

For long, community participation has been viewed as an effective way of monitoring the delivery of quality education at the school level It has been projected as a superior form of monitoring than the usual bureaucratic-governmental procedures of checks and balances and the standard procedures of teachers' accountability. The statistical findings establish that the participation of the beneficiary community results into an improved service delivery

and 'better project outcomes' (*p.*175). [36] The community participation and decentralized policies for the school education are practiced in many nations like Peru (1972), Philippines (1974), Nigeria (1977), Chile (1980) and in the English-speaking nation-states. Grant (1979) argues that the joint initiatives of the community and the schools may together lead to some effective policy decisions and fruitful outcomes. In the Indian context, on the basis of the 73rd and 74th Amendments to the Constitution of India, Kerala successfully utilizes 35% to 40% plan funds for the community participation and Local Self Governments (LSGs) in the fields of education and health. The National Policy on Education (1986) emphasizes the role of community participation in the decentralized planning and management in the educational system.[37] The planning and appraisal manual of the Sarva Siksha Abhiyan (2004) suggests that the bottom-up approach, the interaction with the target group and community participation, may help the planning team to find out the actual problems of the target group. Such practices also offer the possible ways for solving different problems related to the weak performance, and help to improve the proposed interventions.[38] In fact, it may not be an exaggeration to affirm that in most of the schools and SSKs, their weak performance is directly related to the absence of social monitoring system and the lack of effectiveness of the existing governing mechanisms, and the inertia of departmental supervision.

To facilitate the scope of social audit and to enhance the efficiency of the educational system the improved notification, issued in August 2008 (No. 840-SE / Pry / 2D-1/ 2007, dated 07/ 08/08) on the Village Education Committee (VEC) stresses on parents' participation in the VEC and in the governance mechanism by forming school specific committees. It suggests school specific committees consisting of ten members out of which 50% members could be parents. There is also a provision for forming a mother-teacher committee in each school. In spite of such lofty recommendations, opportunities for the proper functioning of such committees remain few and far between. Such committees are further constrained by the lack of legal governing power thereby discouraging effective community participation and a meaningful process of social audit. It is true that such a committee enjoys the opportunity to govern each of the SSKs. However, in practice, only 35% parents know about the existence of such committees in the SSKs and only 31% for the primary schools. Ensuring greater and meaningful public participation remains a challenge in

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[36] Isham, J. Narayan, D. Pritchett, L. Does Participation Improve Performance? Establishing Causality With Subjective Data. *The World Bank Economic Review.* Vol.9. No.2. 1995 *pp.*175-200.

[37] Sankaran, P.N Vijayakumar, B. *Local Self Governments and Educational Development in Kerala. Dimensions of Social Development*: Status, Challenges and Prospects. Social and Economic Change Monograph Series. No.8. Edited by Karanth, G.K. The Institute for Social and Economic Change. Bangalore. Mar. 2005.

[38] Manual for Planning and Appraisal. Sarva Shiksha Abhiyan, A Programme for Universal Elementary Education. Ministry of Human Resource Development. Department of Elementary Education & Literacy. April. 2004.

many areas. Factors such as class barriers between the teachers and the parents, the timing of the meetings, teacher's attitude towards the less educated or non-literate parents have a discouraging effect on community participation.

### 3.8.2 Possible ways for strengthening the monitoring mechanism to promote efficiency and to achieve the goal of universalization of primary education

Any strengthening of community participation in the monitoring mechanism calls for innovative thinking and new measures. More than new and improved procedures and schemes of participation, it necessitates fundamental changes in teacher's attitude vis-à-vis communities for whom they work. No doubt, formation of functional school-specific committees and increased legal governing power to such committees will enhance the sense of participation and 'ownership of the schools' (*p.*93) among the parents. [39] Community participation combined with active teachers' union can help strengthen the delivery system of the school education. The Pratichi Report (2009) posits that the community participation in the monitoring process of the SSKs positively contributed to their efficiency and thereby helped achieve the goal of universalization of the primary education more effectively than the other less equipped educational institutions. At the same time, the quality of the departmental inspection should be enriched for a better monitoring system. As the Pratichi Report (2009) suggests, both the departmental monitoring and the community-based monitoring system together enhances the efficiency of the educational system both in the primary schools and in the SSKs.

## *3.9 Accountability procedure for teachers and the role of the existing inspection system & measures for their improvement.*

### 3.9.1 Accountability procedure for teachers

The accountability procedure for teachers includes three different but related aspects of acquired skills and knowledge. These are: a) core academic knowledge for teaching their own subject or licensed field of interests, b) specific pedagogical skills and knowledge to

[39] Rana,K. Sen, S. Sarkar, M. et al.*The Pratichi Education Report II—Primary Education In West Bengal: Changes and Challenges*. Pratichi (India) Trust. Delhi. Dec. 2009.

teach their license-specific subjects and c) all-encompassing common professional skills and knowledge apart from their own subjects. The accountability of the teachers may be restructured by appointing teachers with vivid subject knowledge and high academic scores and qualifications. The pedagogical knowledge and teachers' training programs also add positive criteria to the teachers' accountability.[40] The UNICEF's model of child friendly school distinguishes the teachers' role and accountability as a 'facilitator of learning'. [41] Teachers' training, motivation, competencies, systematic support and rewards to the teachers are important for a quality education (ibid) Moreover, a neutral inspection system is another important parameter for the teachers' accountability. A proper inspection system facilitates the concerned bodies including the teachers with an adequate channel to express the day-to-day coercive forces that withhold their best performances (Gann 1998; Kogan 1986; Holly and Hopkins 1998; Wilcox and Gray 1996).

### 3.9.2 The role of the existing inspection system & measures for their improvement

According to the UNESCO (2002), the school inspection system is very poor in the whole world. Many schools remain "unsupervised and unsupported" without a proper inspection system. [42] In West Bengal, the Directorate of School Education is responsible for the inspection of primary and secondary schools The District Primary School Council carries out the inspection system in the primary schools through the sub-inspectors (SIs). Under the school circles the SIs are responsible for different activities, like teachers' training program, their academic and general professional activities, etc These all are directly related to the teachers' accountability procedure. In general the SIs are overloaded with an excessive responsibility. Each SIs bear the responsibility to inspect more than one-hundred and five schools i.e. the total number of schools in more than two circles. The overload should be reduced for improvement of the existing inspection system. An increased number of circle staff may reduce the workload to the inspection staffs. The communication problem creates another disadvantageous condition that restrains the inspection procedure. The state also needs a better transport system for improved and more prominent inspection.[43]

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[40] Stotsky, S. Who Should Be Accountable For What Beginning Teachers Need To Know?. *Journal of Teacher Education.* Vol.57,No.3. American Association of Colleges for Teacher Education (AACTE). May/June. 2006.

[41] Mpokosa, C., Ndaruhutse, S, et.al. *Managing Teachers. The centrality of teacher management to quality education. Lessons from developing countries.* CfBT Education Trust and VSO. Sept.2008.

[42] Jalan, J., Panda, J. *Low Mean & High Vanance: Quality of Pnmary Education in Rural West Bengal.* Centre for Studies in Social Sciences, Calcutta. 2010.

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# Chapter 4

## Sampling

4.1 The present study involves multiple levels. We have to review the state's position in spreading school education to the entire population in the relevant age group. The purview of the study involves all the levels of school education in the state – primary, upper primary, secondary and higher secondary. However, given the RTE Act, and the enrolment-retention problems at the lower levels the focus, per force, have to be on the elementary level of education. The delivery system up to elementary (upper primary) level depends much more on the systemic ability of the state as the recipients are too young to express their demands or exert their rights.

4.2 Keeping the above in mind, we made an effort to study the problem much more extensively at the ground level. For general and ground level information regarding various stages of the school education system in West Bengal, we opted for Stratified Circular Systematic Sampling technique with independent interpenetrating subsamples. For this, we first devided the state into four geographical regions, starting with North Bengal. We considered Kolkata separately. From each of the regions we have chosen two districts and within each of the districts, we selected six villages each. However, for Dakshin Dinajpur we have a sample of four villages only for reasons described below. Thus we have a total of 46 villages. We covered all the schools – primary, upper primaary, secondary and higher secondary, High Madrasas - all that have been found to be located within the boundary of the selected villages. We have also surveyed 20% of all the households of the selected villages in order to investigate the status of children in the age group 0-18 years. We have, of course, collected other necessary information from the sample households to study the impact of the socio-economic variables on child education and the delivery system of education in the state. The available information from the Village Directory of the Census 2001 were also taken into account and updated through the survey. For Kolkata, we have a separate selection of 9 sample primary schools drawn through the technique of Simple Random Sampling without Replacement.

4.3 Our sample methodology has been influenced by an earlier evaluation of the status of primary education in West Bengal undertaken by the Indian Institute of Management Calcutta in 1998-99 on behalf of West Bengal Board of Primary Education and the UNICEF, Eastern India. We decided to avail ourselves of the

opportunity of revisiting the sample units after a gap of more than ten years and compare the key findings, so far as the primary education in West Bengal is concerned. In our previous study, we had used the same technique as stated above but had taken samples from all the districts of the state. Since the scope of the present study is much wider than only the primary level, and the time given is much shorter, we had opted for stratifying the state in manageable regions to select the districts. Within the selected districts, we went to all the six villages chosen for the earlier study through Circular Systematic Interpenetrating Subsample technique, where the first village in each subsample case was selected using random numbers. We had sorted the villages, before drawing samples, in terms of Female Literacy Rates obtained from the state sources – FLR having a very high correlation with socio-economic and even spatial location of the villages. Thus the sample technique retained the character of randomness and yet gave us a much better geographic and socio-economic coverage of the districts. In 1998, when the earlier survey was undertaken, we had considered only four villages each from the northern and southern part of the old Paschim Dinajpur District since most of the auxiliary information was available for the undivided district as a whole. The choice of four villages in each district was due to the smallness of each of the newly created ones.

4.4 We have also met officials of district school administration, school teachers, siksha bandhus and members of school inspectors' association in West Bengal. In order to identify the best practices in other states, we have visited the states of Madhya Pradesh and Kerala and met with the officials of SSA and state education directorate. 4.5 Table 4.1 shows caste-wise distribution of population in the eight districts included in our survey. The data indicate that the sample comprised of people from different social strata. Table 4.2 shows description of schools surveyed along with the year of establishment, wherever found. We shall go into greater details of the sampling in the final output of the present study.

# Chapter 5

## Implementation of Right to Education Act

### 5.1 Introduction

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by community-ownership of the school system. The main objective of SSA is to provide useful and relevant elementary education (including retention) for all children in the age group of 6-14 years by 2010 Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is an extension of SSA in the sense that it promises universal access to secondary level education to all (in the age group of 15-16 years) by 2017 and universal retention by 2020. While SSA and RMSA offer operational framework for universalizing the education, its provisions were used as general guidelines by each state to interpret and implement the schemes. The 86$^{th}$ amendment to the Indian Constitution (Constitution (Eighty-sixth Amendment) Act, 2002) inserted Article 21-A in the Constitution which provided 'free and compulsory' education of all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education Act, 2009 (RTE) is the consequential legislation envisaged under Article 21-A. Thus, RTE makes implementation of compulsory education legally binding on all states/ union territories. RTE came into effect on April 1, 2010. The SSA had been launched in 2001-02 and states have, since then, started implementing the mission of SSA with setting up of necessary infrastructure and operating guidelines. Hence, when RTE was enacted, one of the major challenges faced by each state is to align the existing rules/guidelines under SSA with the requirements as per RTE.

### 5.2 State RTE Rules

The RTE provides a legally enforceable rights framework with certain unambiguous time frame that State governments must adhere to. The first step in implementation of RTE in a state is notification of State RTE Rules in the official gazette. Such State RTE Rules may be framed in the lines of Central RTE Rules, which has already been notified. The State RTE Rules must cover provisions for pre-primary schools/Anganwadis. The Rules should provide that the State Government/local authority shall undertake school mapping, and identify all children, including children in remote areas, children with disabilities, children belonging to disadvantaged groups (e.g., SC/ST) and children belonging to weaker section within a period of one year from the date of publication of the Rules and every year thereafter.

## 5.3 Recognition of Unaided Schools

Section 12 of the RTE Act mandates that all unaided schools shall provide free and compulsory education to at least 25% children belonging to weaker sections and disadvantaged groups in the neighbourhood. In other words, even unaided schools are required to reserve 25% of the seats for children belonging to weaker sections and disadvantaged groups in the neighbourhood. No fee can be charged from those students. The State Government will reimburse expenditure incurred, if any. This requires every unaided school, imparting elementary education, to be registered with the appropriate authority (e.g., District Inspector's Office) within a given timeframe. Each existing unaided school, after the promulgation of the State RTE Rules, must apply in a prescribed format to the appropriate authority to get certificate of recognition. If an existing unaided school fails to obtain the recognition certificate within the given timeframe, the school is required to be closed down. Similarly, no new unaided school can be opened in the state unless recognised. Such recognition of unaided schools needs to be reviewed periodically (e.g., after every three/five years). The recognition certificate shall be subject to the following conditions:

(a) the school shall give admission to a minimum of 25% children belonging to weaker sections and disadvantaged groups in the neighbourhood in class I. In case of aided school, it shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants received bears to its annual recurring expenses, subject to a minimum of 25%;

(b) the school shall notify fee to be charged from the children every year before the commencement of academic session;

(c) the school shall have to maintain norms and standards as specified in RTE Act;

(d) the school is open to inspection by any officer authorised by the State Government/ local authority; and

(e) the school shall furnish such reports and information as may be required by the State Government.

## 5.4 Neighbourhood Limits

The RTE Rules should specify the limits of neighbourhood unambiguously for primary and upper primary schools. The Central RTE Rules specify that a primary school (upper primary school) shall be established within a *walking distance* of one km (three km) of the neighbourhood. However, the general definition of

neighbourhood limits may need to be relaxed in areas with difficult terrain/ lack of roads. In areas with high population density, it is prudent to set up more than one neighbour school. Similarly, for children from small hamlets where no school exists within the limits of neighbourhood, the State Government/local authority would make adequate free transport arrangement and if necessary residential facilities, for providing elementary education. It will be the responsibility of the local authority to identify neighbourhood school(s) where children can be admitted and make such information public for each habitation within its jurisdiction. This would ensure that all children, who are in the age group of 6-14, are in school. The real challenge is to track children belonging to weaker sections and disadvantaged groups in the neighbourhood. The basic population level data may be collected from the village education register (VER). It may so happen that the prescribed neighbourhood limits may not have enough number of children belonging to weaker sections and disadvantaged groups to fill up the 25% reserved seats in unaided schools. In such a situation, extended limits of neighbourhood may be prescribed for filling up requisite percentage of seats.

### 5.5 Tracking of Unaided Schools

In order to ensure that unaided schools (and also partially aided schools) meet the norms and standards of the RTE Act (and Rules), following information may be maintained for every unaided (aided) school:

(a) Name of the cluster/block
(b) Name of the school
(c) Name of the neighbourhood village/town as per definition
(d) Total number of children in the neighbourhood belonging to weaker sections and disadvantaged groups (*this information would be available in the village education register or similar register)*
(e) Target enrolment of children belonging to weaker sections and disadvantaged groups in the school in Class I
(f) Actual enrolment
(g) Name of the official-in-charge

### 5.6 Social Access

Social access demands not merely physical access to a neighbourhood school, but also access to school without any discrimination of children based on caste, class, gender, and special needs. In other words, mapping for access to neighbourhood

schools would need to consider these social factors as well. The SSA Framework for Implementation states that school mapping would include the following steps:

(a) environment building in the village;

(b) conduct of a household survey;

(c) preparation of a map indicating different households, the number of children in each household and their participation status in the school;

(d) preparation of a village/school education register; such register should contain record of all children from their birth till they attain 14 years;

(e) presentation of the map and analysis to the people; and

(f) preparation of a proposal for improved educational facilities in the village; which would form the basis of the School Development Plan mandated under the RTE Act.

Thus, social access demands that children from different social background should have free and equitable access to elementary education. Ideally, children from different social background should study in the same school within the neighbourhood to ensure co-mingling. Children belonging to weaker section and disadvantaged group should not be segregated from the other children in the classrooms nor should their classes be held at places and timings different from the classes held for other children. However, it has been observed that disadvantaged groups (particularly scheduled tribes) stay in clusters/pockets within a neighbourhood. Hence, even if there is a school within the limits of a neighbourhood, such school is not 'accessible' to the children from disadvantaged group. Madhya Pradesh has large tribal population- 89 blocks out of 313 blocks have tribal population. Social access is addressed in Madhya Pradesh by opening separate schools for weaker sections/ disadvantaged groups even if there is a primary school in the neighbourhood as per RTE. Alternatively, residential facilities may be provided to the children from the targeted groups.

Another problem in such designated schools is the language of instruction. If the language of instruction in a school in tribal area is the state language, the children of such school may find the school environment alienating. Tribal population use different dialect. Madhya Pradesh has addressed this problem by appointing tribal teachers in such schools. This practice has also solved a related problem- availability of teachers. Teachers from other parts of the state, who were earlier appointed in these schools, would try to seek transfer from such schools at the first opportunity.

In West Bengal, the village education register needs to be created/maintained which should include information on out-of-school children as well Such register needs to be updated on an annual basis.

While tracking children in the rural areas require special attention, urban areas have special challenges in tracking street/ homeless children, children working in urban households/tea shops etc. Local municipal authority and NGOs have helped many states identify those children and ensure their enrolment in schools.

## 5.7 Student Enrolment & Teacher Requirements

The village education register will form the basis of student enrolment. Normally, birth certificate is required at the time of school admission. Wherever a birth certificate, under the Births, Deaths and Marriages Registration Act, 1886, is not available, any one of the following documents may be accepted as proof of age of the child for the purpose of admission :

(a) Hospital record;

(b) Anganwadi record;

(c) Declaration by the parent/guardian provided that the parent/guardian submits within six months a certificate of verification of the date of birth of the child from any elected representative of the local authority of the area where the child resides.

RTE Act (section 26) requires that vacancy of teachers in a government school or government-aided school should not exceed 10% of the total sanctioned strength. Thus, the State needs to arrive at the sanctioned strength based on enrolment and fill up vacant positions to ensure that the vacant positions should not exceed the prescribed threshold.

RTE supports recruitment of female teachers and specifies that the SSA practice of recruiting 50% female teachers should continue. People-teacher ratio (PTR) is to be aligned to meet the guidelines of RTE. For example, SSA framework mentions that there should be at least two teachers in every primary school irrespective of student enrolment, but RTE links the number of teachers with the student enrolment. At present SSA norms require a classroom for every teacher or for every grade/class, whichever is lower in primary & upper primary schools. RTE requires at least one class room for every teacher.Interestingly, while RTE estimates the teacher requirements based on student enrolment, number of classroom required will be determined by the number of teacher. Thus, as per RTE, it would be perfectly within

law if a primary school, with sixty students, has two teachers (including a head teacher) and two class rooms, even if the school runs all the classes. However, if the state government decides to have at least one classroom per class (e.g., a primary school with one section each for classes I to V would have a minimum of five classrooms), that would be perfectly within RTE Act. The elementary schools in the state of Kerala follow the norm of one room for every class and thus have classrooms more than the minimum required as per RTE norms. It fosters personal attention to students of different classes.

If the number of enrolled children exceeds 150 in a school, RTE provides for recruitment of one head teacher in addition to five teachers. SSA norms do not require a separate room for head teacher in a primary school. However, RTE specifically requires so.

Special efforts need to be made to enrol out of school children in age appropriate classes. RTE requires designing special training programmes (e.g., bridge course) for such children. The special training programmes may be conducted in the nearby school premises. Such courses may be provided by teachers working in the school, or by teachers specially appointed for this purpose. The state may involve NGOs to design and deliver such courses. In Madhya Pradesh, bridge courses for out of school children are designed by SCERT (State Council of Education, Research and Training) and imparted by special teachers. An amount of Rs.1300 per child is paid to the teacher from SSA. Books are separately provided. SCERT provides training to bridge course teachers. Even residential facility is provided to needy children.

### 5.8 Mainstreaming Informal Schools

The RTE Act mandates that eventually elementary education must be provided by formal and recognised schools. All existing EGS centres (Sishu Siksha Kendra(SSK) and Madhyamaik Siksha Kendra(MSK) in West Bengal) should be converted to regular schools or closed down when children are mainstreamed into neighbourhood schools. The process of upgradation of such centres (kendras) to regular schools must be completed within two years from the date commencement of the RTE Act. Accordingly, no new EGS centres can be opened after 2010-11. This poses a huge challenge to West Bengal. There are more than sixteen thousand SSKs and around two thousand MSKs in West Bengal (Table 5.1) and about sixty seven thousand teachers in these schools.

While framing the state RTE Rules, the state government must specify measures to handle non-formal schools. All EGS upgraded primary and upper primary schools should be provided teachers, infrastructure, and other facilities as per RTE norms. RTE Act provides a timeframe of two years for upgrading EGS centres to formal schools.

SSA would provide necessary financial support to such schools for the period of two years. If it is economically unsound to upgrade any of such school into a formal school, the centre must be closed. SSA would not provide any financial support after the mandated period of two years.

In the states of Madhya Pradesh and Kerala, such EGS centres have already been upgraded to formal schools and the children mainstreamed. In Madhya Pradesh, all the teachers of the EGS centres were asked to write the teacher eligibility test (TET) and those who qualified were absorbed. In Kerala, all EGS teachers were already eligible but a few hundreds were untrained. The state government has developed plans to provide necessary teacher training to those teachers within given timeframe.

### 5.9 School Management and Monitoring

The first-tier of school monitoring rests with immediate stakeholders of the school. The primary responsibility of monitoring the quality of education in a school rests with the School Management Committee (SMC). The RTE Act gives immense importance to SMCs as the decentralized structure, and one in which the parents will have a very significant role. The RTE Act mandates, under section 21, that every school (other than unaided school) must set up a SMC within six months of publication of RTE rules by the state. Such SMC should be reconstituted every two years. The State RTE Rules should specify the size of the SMC. Three-fourths of the members of the SMC shall be from amongst parents or guardians of children. Rule 13(3) of the Central RTE Rules states that the remaining one-fourth of the SMC members shall be chosen from amongst the following persons:

(a) one-third member from amongst the elected members of the local authority, to be decided by the local authority;

(b) one-third member from amongst teachers from the school, to be decided by the teachers of the school; and

(c) remaining one-third from amongst local educationist/children in the school, to be decided by the parents of the SMC

The SMC shall elect a Chairperson and Vice-Chairperson from amongst the members of the Committee. The head teacher or the senior most teacher may be the ex-officio member secretary of SMC. The SMC should meet at least once a month. The SMC will, inter alias, ensure implementation of clauses (a) and (e) of section 24 and section 28 of the RTE Act, ensure enrolment and continued attendance of children, monitor implementation of the mid-day meal in the school, monitor regularity and punctuality of the teachers of the school. The SMC will prepare a three-year school development plan. The school development plan will contain estimates of class-wise enrolment for each year, additional teacher/infrastructural requirements and hence additional financial requirements. School grants under SSA would be made available to the SMC based on school development plan. Any money received by SMC shall be credited in the account of the Committee. The account should be the joint account of the Chairperson and the member secretary of the Committee.

It is, therefore, imperative that if a state has several school-level committees (e.g., PTA, MTA etc.), those committees should be subsumed to the prescribed SMC

Next tier of school monitoring is prescribed at the block and cluster level. The RTE Act prescribes that every assistant education officer (or officer with similar designation) should undertake at least two visits to every school each year. Additionally, staff at the BRC (Block Resource Centre) and CRC (Cluster Resource Centre) should visit each school at least once in every two months or every month if the circumstances so demand. In Kerala, for example, each BRC trainer is in charge of a cluster and takes care of 10-12 schools under each cluster. Every Saturday trainers assemble at BRC and review the performance/progress of the school with BPO (Block Project Officer), DIET faculty and AEO (Assistant Education Officer). In a situation where a particular school requires special attention (due to poor performance of the children), the BRC trainer visits the school continuously for about 10 working days to help teachers improve quality of classroom transaction.

The third tier of monitoring is at the district level. The officials at the district level may also occasionally undertake independent field visits to monitor school performance. However, the main information tool at the district level is the school-based annual information system, called District Information System for Education (DISE). DISE data covers all schools- recognised or un-recognised.

Finally, the State Executive Committee of SSA should monitor, through periodic meetings, the performance of all schools providing elementary education in the state.

A set of quality monitoring tools (QMT) have been developed in collaboration with NCERT to provide information on quality of education at schools. Such quality related indices cover issues relating to student enrolment and attendance, pupil achievement, teacher availability and teacher training, classroom practices, academic supervision of schools by BRC/CRC etc.

### 5.10 Teachers Qualification and Training

The national Council for Teacher Education (NCTE), vide a notification in August 2010, prescribes minimum qualifications for teachers in elementary education (class I to VIII). Teachers must satisfy three criteria for being eligible for recruitment in schools imparting elementary education:

(a) Secondary/ senior secondary/bachelor degree; and

(b) 2-year Diploma in Elementary Education/4-year Bachelor of Elementary Education/ 1-year Bachelor of Education; and

(c) Pass in the Teacher Eligibility Test (TET) to be conducted by the state government in accordance with the guidelines framed by NCTE.

Para 4 of the above notification states that the minimum qualification criteria as per NCTE would not be applicable for ;

(a) teachers appointed before September 3, 2001 (the date on which the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations 2001 came into force);

(b) a teacher appointed in class I to V after September 3, 2001 provided he/she possesses B.ed (Special Education)/D.ed (Special Education) qualification and is willing to undergo an NCTE recognised 6-month special programme on elementary education;

(c) a teacher of class I to V with B.Ed qualification who has completed a 6-month Special Basic Teacher Course (Special BTC) approved by the NCTE.

No teacher can be appointed after August 2010 who does not possess the minimum qualification as per NCTE notification. Teachers training pose major challenge to the state of West Bengal. As per one estimate, there are about 75000 'untrained' teachers in primary and upper primary schools in West Bengal.

In-service teachers' training is essential to continuously improve the quality of teaching. SSA provides financial support for organizing training programmes for teachers, head teachers, resource persons and even for educational administrators SSA mandates 20-days training for each existing teacher in one academic year and 30-days of induction programme for all newly recruited teachers. SSA provides grant towards training of untrained teachers to enable them to acquire professional qualifications. The state-level training institutions (DIETs) should be primarily responsible for providing pre-service and in-service training. Resources at BRCs/URCs and CRCs are effectively used to provide training and on-site support to schools and teachers. In the state of Kerala, for example, the SSA mandated 10-days refresher course is held during summer vacation (called vacation training). Other trainings (for the remaining 10 days) are held on Saturdays only at block/cluster level. Training is imparted initially to a select State Resource Group (consisting DIET faculty, eminent resource persons, and select school teachers from each district). The State Resource Group (SRG) would in turn train the District Resource Group (DRG) (consisting of BRC trainers and eminent school teachers (2 teachers from each block under the district)of the district) is held at BRCs and other venues throughout the state. Finally, the DRG trainers train teachers of schools under a cluster. The CRCs in Kerala are located in a lead school in the cluster where the head teacher of the school is the convener. One BRC trainer is in charge of a CRC. It is the responsibility of that BRC trainer to help teachers on a continuous basis in improving quality of their classroom transactions In Madhya Pradesh, on the other hand, in-service teachers' training is more centralized. All in-service trainings are held at DIETs. Every year 33% teachers in primary and upper primary schools are chosen for 20-days training. Teachers of poorly performed schools are given preference in such training programmes.

### 5.11 Organizational Restructuring

The present organizational set up for delivery of elementary education needs to be overhauled to ensure effective implementation of RTE norms and standards. The state project office of SSA and the state education directorate should have better coordination. While the SSA would concentrate on elementary education, the state directorate needs to look after high school education as well. The RTE Act states that children in class I to VIII would not need to write any qualifying examination- their promotion is automatic. Hence, the role of West Bengal Primary Education Board needs to be re-examined. The major focus of RTE is one quality of education. The present organizational set up, which looks after curriculum, text book preparation,

development of TLM, and continuous comprehensive evaluation, requires strengthening. SSA would provide all necessary help in this regard. The role of academic administrators is also required to be redefined. The academic administrators should facilitate improvement of quality of school education- and should not merely be seen as inspectors who find fault with the teachers.

### 5.12 Information System

It is always prudent to use information technology to monitor delivery of various schemes/programmes under SSA/RTE, maintain service records of teachers, pay teachers' salary from treasury, and even supervise teachers' recruitment/transfers. Development of an education portal in the lines of the one currently in use in Madhya Pradesh (www.educationportal.mp.gov.in) is essential. The data entry may be done at the block/circle level. The educational portal would be accessible to authorities at different level. This would make the delivery system more transparent and objective. Also it would help in auditing the activities of schools/ district administration/ projects.

### 5.13 Time Frame

The following roadmap is mandated by the RTE Act:

| Activity | Time Frame |
|---|---|
| Establishment of neighbourhood schools | 31 March 2013 |
| Provision of school infrastructure with all mandated facilities | 31 March 2013 |
| Provision of teachers as per prescribed PTR | 31 March 2013 |
| Training of untrained teachers | 31 March 2015 |
| All quality interventions and other provisions | With immediate effect |

Thus, it is essential to notify the State RTE Rules as soon as possible. Any delay in such notification may lead to missing the deadlines and consequently the State may not receive funds under SSA. This may seriously affect the announced programme of universalisation of elementary education.

# Chapter 6

## Preparedness of West Bengal in implementing RTE Act

### 6.1 Access to Elementary Education

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which came into effect on 1st April 2010, clearly states that all children in the 6-14 age group have right to free and compulsory education till completion of elementary education in a neighbourhood school. The RTE Act, 2009 further clarifies that compulsory education means obligation of appropriate government to ensure compulsory admission, attendance and completion of elementary education. Free education implies that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him/her from pursuing and completing elementary education. The RTE provides a legally enforceable rights framework that Government must adhere to. As per that framework every state must establish necessary number of neighbourhood schools by 31 March 2013 in order to ensure the goal of access and universalization of elementary education (Section 6). RTE requires every State Government to notify neighbourhood norms for opening new schools under SSA. While determining the need for access of children to neighbourhood schools, a state is required to conduct mapping of neighbourhoods and link them to specific schools; thereby identifying gaps where new schools need to be opened. In other words, it is the responsibility of State Government, under RTE Act, to ensure availability of schools within the limits of neighbourhoods.

In the state of West Bengal the total number of government schools providing primary education is 51016 (Provisional DISE 2010-11), out of which 50604 are pure primary schools. These figures do not include Sishu Shiksha Kendras (SSKs). Table 6.1 shows that 22.59% of the total population of West Bengal in 2001 were in the age group of 4-16 years. Estimate shows that this percentage will decline to 17.55 in 2011 and further to 13.74 by 2026. On the other hand, proportion of children who would enter into formal education system (children in the age group 0-4 years) was 10.69% in 2001 which is expected to go down to 7.7% in 2011 and further to 6.68% of the total population in 2026. Thus table 6.1

shows that children going into formal elementary education system would reduce over time both in absolute numbers and in percentage.

This would imply that the need for opening new primary schools will reduce in the state in future. Presently 51016 government primary schools cater to a population (age group 5-9 years) of 72.86 lakhs – which gives a ratio of 143 children per school. If this average ratio is maintained in future there is no need for setting up additional primary schools in the state in next 15 years (Table 6.2).

However it cannot be denied that there are areas in the states which have more number of primary schools than the minimum required and similarly there are areas which have no primary school. Thus the overall state level statistics of availability of primary schools may not guarantee universal access to all school going children. In this respect it may be noted that the West Bengal Government has not yet notified the limits or area of neighbourhood as required in RTE Act, 2009. The existing SSA norm mandates availability of primary schools within 1 km of every habitation. In the absence of a notification defining neighbourhood schools, if one goes by the SSA mandate it is observed that there are 16 districts in West Bengal wherein there are places which do not have any primary school/SSK within 1 km of habitation (Table 6 3) Incidentally the Central RTE rules also states that the area or limits of neighbourhood for setting up a primary school (class I-V) shall be within walking distance of 1 km of the neighbourhood. The estimate shows that there is a need to setup 1557 new primary schools in designated areas to bridge this gap and thereby ensure adequate access. Surprisingly it is also observed (details not given for brevity) that there are four habitations in the district of Jalpaiguri, with populations of more than 35,000 (Census 2001), which do not have any primary schools/SSKs within 1 km.

The central RTE rules mentions that the area for limits of neighbourhood for setting up an upper primary school (class VI-VII) shall be within walking distance of 3 km of the neighbourhood. The SSA norms, on the other hand, prescribe setting up an upper primary school for every two primary schools. Table 6.4 provides details of district wise availability of schools offering primary and upper primary education (excluding SSK and MSK) in West Bengal. Using SSA-criterion, there is a need for setting up additional 14934 upper primary schools in the state However a separate survey (Table 6.4) shows that the number is 14165 using a neighbourhood definition of 2 km. The revised SSA norm provides that new upper primary schools/ sections will be opened in the campuses of existing primary schools so that school become an integrated elementary school from class I-VIII. This way of addressing the gap in upper primary schools will also hopefully reduce the students' dropout rate. Hence it

is necessary to identify primary schools which can be upgraded to upper primary schools to take care of access issue. Such exercise should consider that sufficient land is available with the primary schools for the upgradation.

The RTE Act mandates formalization of Shishu Siksha Kendras (SSKs) and Madhyamik Siksha Kendras (MSKs). It is suggested that all MSKs (1911 in number) be upgraded to upper primary and secondary schools. Only those SSKs having a minimum number of 40 students may be converted to a formal primary school with necessary infrastructure. The remaining SSKs may either be closed or used as pre-school (Anganwadi) centres.

### 6.1.1 Social Access

Social access demands that children from different social background should have free and equitable access to elementary education. Thankfully, the problem of social discrimination is minimum in West Bengal and it has been observed that the introduction of mid-day-meal scheme in schools has further eliminated the social divide. In order to ensure that children from weaker sections and disadvantaged groups are brought to the school and are not denied admission even in unaided private schools, the village schedule must be regularly maintained and updated as mentioned in Para 5.6 of Chapter 5. All unaided schools must be brought under the supervision of the Directorate of School Education through a due recognition process.

According to the NUEPA (National University of Educational Planning and Administration) report, in the last three years (2007-08, 2008-09 and 2009-10), respectively 28.13, 28.28 and 32.30 of every 100 primary school children in West Bengal were Muslims, while 25.25 per cent of the State's population is Muslim. West Bengal's figures for Muslim students' enrolment at the primary level are better than the national average of 10.49 per cent (in 2007-08), 11.03 per cent (in 2008-09) and 13.48 per cent (in 2009-10) respectively, while Muslims form 13.43 per cent of India's population. West Bengal's record is far better than that of Gujarat. There, Muslim students' enrolment at the primary level was 4.57 per cent (2007-08), 4.73 per cent (2008-09) and 6.45 per cent (2009-10). In 2009-10, upper primary school enrolment among Muslim students in West Bengal was 26.46.per cent (Table 6.5).

## 6.2 School Infrastructure

Section 19 of the RTE Act 2009 and the schedule thereto mention that all new schools should have all weather school buildings and all existing school buildings should be all weather compliant by 31 March, 2013. The schedule to the RTE Act specifies the following features of an all weather school building:

a) One classroom one teacher.
b) Office-cum-store-cum-head teacher room.
c) Toilet and drinking water facilities.
d) Barrier-free access, including ramps with railings on both sides.
e) Playground.
f) Fencing/ boundary walls.
g) A kitchen where mid-day meal is cooked in the school.

Table 6.6 provides important comparative statistics of school infrastructure The table shows that infrastructure in primary schools in West Bengal are below_expectation in three areas - (1) separate girls' toilet, (2) availability of computers, (3) availability of electricity. However availability of drinking water facility in school premises has improved significantly in West Bengal in 2009-10, when it crossed the national average. Nationally availability of electricity and computers in primary schools are matters of great concern and the West Bengal's performances on these two counts have been inferior to a low national average. Interestingly percentage of schools having ramp facility in West Bengal has fallen from 58.65 (2008-09) to 50.01 (2009-10). This implies that many new schools were established during 2009-10 without ramps. This is in violation of the recommendation of RTE Act.

We have collected infrastructure related data based on our survey of 92 Govt schools and 9 non-Govt. schools. Table 6.7 shows the distribution of Government schools by type of school building. Survey data show that 13% of Government schools do not have *pucca* building and two schools in urban area (other than Kolkata) are operated from rented premises. DISE data (2008-09) showed that 72% of Government schools had *pucca* building. Our survey data in table 6.6 show that about 85% of Government schools have *pucca* building. In the absence of latest DISE data if one assumes that 85% of Government primary schools have *pucca* building (which is a very optimistic assumption), about 7600 schools (15% of 50604 primary schools) should be upgraded into all weather building. This is in addition to need of setting up 1557 new primary schools. The state Government needs to take urgent measures to upgrade the existing primary schools and setup the required number of new schools to conform to RTE standards.

Table 6.8 shows availability of classrooms in primary schools in West Bengal. It is observed that there are 133 schools without any classroom, which is in gross violation of the RTE norms. Table 6.8 also shows that 5.32% of the primary schools are having one classroom. Our survey result in this respect is given in table 6.9. Survey data also confirm that about 5.5% of the Government primary schools have one classroom. The RTE Act provides that

the number of classroom in a school depends on number of teachers with a minimum of one classroom per teacher. A primary school should also have another office-cum-store-head teacher room.

Table 6.10 shows availability of other select infrastructure facilities in primary schools. Only 30% of schools surveyed have play ground and 79.3% of the schools have a separate teachers' room/head teacher room/office room/store room. Of the 92 government schools surveyed, no primary school had any facilities for library/computers. About 70% of the schools had separate kitchen/kitchen shed.

Table 6.11 shows availability of drinking water in schools. About 83% of the schools surveyed have facilities for drinking water. Interestingly percentage of schools with drinking water facilities is more in rural areas than in urban areas.

Table 6.12 shows availability and type of toilets in Government schools. Overall about 95% of schools have toilet facilities. Only four schools out of 92 schools surveyed have separate toilet facilities for boys and girls.

Table 6.13 shows the distribution of Government schools by availability of water inside the toilets. Only 36% of the schools have water facility inside the toilet. If one considers schools in rural areas only, the percentage drops to 25%. Lack of water inside toilet is a serious hygiene issue and may cause infection.

Table 6.14 shows class wise availability of fan, lights in Government primary schools. About 65% of the schools do not have electricity (fan and light) facilities. Although this is a slight improvement from 2009-10 (see Table 6.5), there is huge scope for improvement.

Since classes are held in schools in day time lack of availability of electricity may not be a major deterrent for school going children, provided the classrooms have sufficient sunlight. Table 6.15 shows availability of sufficient sunlight in classrooms. About 18% of classrooms do not have sufficient sunlight. In terms of general cleanliness of classrooms our survey results show that about 30% classrooms do not maintain normal level of cleanliness (Table 6.16).

Thus, the West Bengal Government will have to expedite up gradation of infrastructural facilities and SSA would be able to provide necessary funds for this purpose. The Government has about two years to do this job. This would require survey of each government school to identify the infrastructure requirements and the local authority should be involved in this exercise.

### 6.3 Student Enrolment and Retention

Table 6.17 provides a comparative picture of survival rate, transition rate and average drop-out rate on four selected states-West Bengal, Gujarat, Madhya Pradesh and Kerala. It also includes the all India average. If we look at the apparent survival rate, Gujarat stands out. In case of West Bengal the survival rate in 2006-07 and 2007-08 were 74 and 79 respectively, which are greater than all India average in respective years. The figure did not improve in 2008-09. In case of transition rate from primary to upper primary Kerala (98.01) is the top among these states in 2007-08. Gujarat and Madhya Pradesh also show a growing rate of transition throughout the years. In case of West Bengal this rate drops from 79.50 in 2006-07 to 69.88 in 2007-08 but it jumps to 85.88 in 2008-09. All India average also shows a steady growth of transition rate. The average drop-out rate is highest in West Bengal among these four states. In 2006-07 the figure was 9.41 and drops to 7.98 in 2007-08 but it jumps to 8.66 in 2008-09. The drop-out rate in West Bengal is less than national average in 2007-08 and 2008-09. Gujarat has a very low rate of drop-out. One of the reasons for high drop out and low transition rates in West Bengal could be that the primary classes in West Bengal are from I to IV. If class V is brought in primary schools, these numbers may change. Such low rates also highlight that the siksha bandhus and resource persons may not be doing their job diligently.

Table 6.18 shows district-wise Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) at both Primary and Upper Primary levels. The GER, amongst primary schools, is highest in Maldah (166.16) and lowest in Darjeeling (41.73). In case of NER, Uttar Dinajpur shows the highest figure (114.96) and Darjeeling again shows the lowest figure (30.83) In Upper Primary schools, the GER is highest in Kochbohar (91.27) and lowest in Darjeeling (29.39). The NER in Upper Primary is highest in Dakshin Dinajpur (66.08) and lowest in Darjeeling (21.39). Table 6.18 also highlights that the ratios are significantly poor in upper primary level. This reinforces our observation on lack of access in upper primary schools. There is an urgent need to set up large number of upper primary schools in the state.

Now we report our survey results. Table 6.19 provides area-wise dropout scenario against total enrolment figures. The dropout figure for class II is calculated by subtracting enrolment of current academic year in class-II from enrolment of previous academic year in class-I. Similarly, dropout numbers of other classes are estimated. For the year 2007-08, the dropout is very high in rural area (490) and this dropout figure is greater for the girls (254) than boys (200). For the urban area this dropout rate is much less in urban areas. Overall 90 students dropped out in the year 2007-08 among which 48 are boys and 42 are girls. Kolkata shows a strange figure for the same academic year. The total dropout is 99 and all of these 99

students are girls. These figures are for dropout during transition from class-I to class-II. The same picture is observed in 2008-09 except in Kolkata-dropout for the boys in Kolkata is -5. This means 5 more students got admission in class-II in Kolkata. As we move to higher classes, the enrolments also increases year by year and consequently drop out rates fall. Thus, the major concern of drop out in primary level is in class II.

Table 6.20 shows reasons for drop outs as told by schools. It is mentioned by the school head teachers that the main reason for drop out is the students' inability to cope up with learning. The second reason cited is migration of household to other areas. Temporary migration of parents for better earning (25.4%) is a big reason for drop out. Other reasons cited for low enrolment in rural areas include parents' ignorance, relational and political influence by SSK teachers. However, when we had asked the parents of children about the reasons for drop out and low enrolments, two major reasons cited were children/parents' lack of interest in schools and engagement of children in economic activities to provide financial support to the family (Table 6.21). Thus, the reasons cited by the school teachers and the parents of the children were quite different. One thing is clear that if the school environment and classroom transactions improve, that would help in retaining children in the school. Interestingly, quite a few parents (in the low income bracket) mentioned that they were forced to withdraw their children from school due to financial reasons (unable to pay fee/charges). On enquiry, we find that while schools do not charge any tuition fee, some of the schools charge their children development/festival or other fees. Charging any fee from children is a violation of the principles of SSA and directives of RTE Act.

Table 6.22 shows that contrary to popular belief, not all schools provide mid day meal (MDM). Ten out of ninety two school surveyed did not provide MDM. Also it was observed that MDM was not offered on all working days. However, SSA mandates that children should be provided MDM on all working days, without exception. We examined whether MDM had any impact on attendance of the children in the school. Based on a surprise visit on a particular day in the schools surveyed, we observe that attendance did not drop significantly after the MDM was served (Table 6.23). Attendance fell by about 8% in rural areas and 12% in urban areas after MDM. We have observed in Madhya Pradesh that MDM was served on all working days. We have also noted that in Kerala, the local authorities (Municipal Corporation/ Gram Panchayat) provide milk, egg and breakfast separately to all school children in the respective localities. These two states have not reported any fall in attendance after MDM.

### 6.4 Teacher Requirement & Training

The RTE Act provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State/District/Block, thus ensuring that there is no urban-rural imbalance in teacher postings. RTE also specifies that only appropriately trained teachers will be appointed.

Table 6.24 shows estimates of district-wise teachers' requirements in West Bengal. If we calculate the shortage of teachers as per DISE's current Pupil-Teacher Ratio (PTR) then we will find that there is a shortage of 13361 Primary teachers in the state. Some of the districts like Bankura, Darjeeling, Dakshin Dinajpur, Hooghli, Paschim Midnapur and Purba Midnapur have surplus teachers. But if we calculate the shortages of teachers as per RTE norms then this figure jumps to 58143 in Primary schools. We have been informed by the West Bengal State Directorate of School Education that the Government has recently (in the beginning of 2011) offered appointment to about 49000 primary school teachers. If all of them join, the additional teachers' requirement in government primary schools will be around 9000 teachers. One needs to add requirement of another 10,000 teachers per year due to retirement of about 5% teachers every year.

Table 6.25 shows the status of trained teachers in only Primary schools. In Burddhaman district 95.07% of all teachers (only primary schools) received in-service training and only 0.20% Primary teachers in Darjeeling district received in-service training. In aggregate 65.96% of Primary schools teachers received in-service training.

Para 5.10 of Chapter 5 lays down the minimum pre-service eligibility criteria for school teachers as per NCTE norms. The State has to ensure that all school teachers involved in elementary education (class I to VII!) are 'adequately trained' and possess minimum qualifications. We have been informed that at present there are about 75000 'untrained' teachers in primary and upper primary schools in West Bengal. All these teachers need to acquire D.Ed/B.Ed qualifications within 31 March 2015. There are currently 80 PTTIs (Primary teacher Training Institutes) in West Bengal which can enrol only 50 candidates for D.Ed course per year. Hence, following normal process, only 20000 teachers can be trained in next five years. The other teachers can be trained in the following ways:

(a) The Education Department may write to NCTE/other appropriate authority and get approval to offer D.Ed courses through distance learning mode from the 80 DIETs (i.e., PTTIs). Madhya Pradesh has got similar approval. If the Department can enrol additional 200 teachers per PTTI for the D.Ed course per year, one can easily train another 60000 teachers in next four/five years. As Madhya Pradesh has already got such approval, we hope that there will be no problem in getting similar approval

(b) The Department may write to IGNOU for offering similar correspondence courses. The classes may be held in different IGNOU centres.

For in-service training, the following model is recommended:

(a) Training should be held in such a way that classes are not affected.

(b) SSA mandates 20 days training per teacher every year. This can be divided into two modules- 10 days of refresher course for each teacher during summer vacation (may be called vacation training). Such training should be held at PTTIs. Necessary arrangements for accommodation and other facilities should be made.

(c) The training for the remaining 10-days should be held at BRC/CLRC on one Saturday every month.

(d) An envisioning workshop may be held for three days in the first week of April every year to finalize the training calendar. Members (may be called State Resource Group) attending the workshop may be drawn from the State Council of Educational Research and Training (SCERT), eminent faculty of PTTIs, one eminent teacher (to be nominated by the district administration) from every district. The workshop will finalize the annual training calendar as well as the curriculum. We believe the participative method of curriculum development would have greater buy-in.

(e) The State Resource Group (SRG) would then organize a series of workshops of 3-4 days duration for the faculty members of PTTIs and select trainers of BRC/URC/CRC. This process should be over by the end of April.

(f) The PTTI faculty would provide vacation training to all school teachers under their jurisdiction.

(g) The BRC/URC/CRC trainers would conduct the Saturday training sessions at block/cluster level.

(h) The BRC/URC/CRC trainers would also regularly visit schools to help teachers improve their classroom transactions.

**6.5 Accountability of Teachers:**

The Central RTE Rules provides that each teacher shall maintain a file containing the pupil cumulative record for every child which will be the basis for awarding completion certificate of elementary education. The State RTE Rules may also specify (e.g., RTE Rules of Madhya Pradesh) minimum number of working hours (including preparatory hours) per week. The head teacher must ensure that each teacher adheres to the minimum working hours. A teacher may, however, perform the following duties without interfering with regular teaching:

(a) Participation in training programmes;

(b) Participation in curriculum formulation and development of syllabi, training modules, and text book development;

(c) Participation in Census work.

### 6.6 Quality of Education and Teachers' Incentive

Table 6.26 shows students performance in Class IV. Excepting Kolkata, more than 50% students secured less than 65% marks in primary schools in eight districts surveyed. Also more than 10% children got less than 35% marks (exception Kolkata). These data show that there is some serious problem with the pedagogy and the quality of classroom transactions.

Tables 6.27 and 6.28 show use of text books and TLMs in the class room. It is observed that in Mathematics, teachers of 69% schools do not use text book and about 45% do not use any TLM. For science subjects, use of TLM is more than mathematics. 65.5% schools use 4 to 6 TLM for sciences and 34.5% schools do not use any TLM for science subjects. We have not observed any use of innovative methods of learning (e.g., activity based learning the way it is followed in Madhya Pradesh, Tamilnadu) in primary schools.

Table 6.29 shows the prevalence of private tuition for children in primary schools based on level of income of the household. 52.9% households with income level upto Rs.1500, provide private tuition to their children. The percentages increase with the increase in household income. On an aggregate 68.7% households provide private tuition to their children. Table 6.30 provides a distribution of caste-wise private tuition. It is observed that children belonging to the weaker sections/ disadvantaged groups were not availing private tuition as vigorously as children from general category.

It has been observed that in case of several States appropriate incentive systems positively affect the quality of education. Incentive schemes may be developed for students as well as teachers. We recommend the following:

(a) The State can introduce a merit scholarship examination in class V. This would in a way provide a check on the quality of education at primary level and would also provide incentive to children to perform well in studies. The scholarship amount may be paid out of funds available under LEP (Learning Enhancement Programme) in SSA.

(b) Teachers have a major role to play in maintaining and improving the classroom transactions and thereby enhancing student learning capability. An incentive scheme (in the lines of Pratibha Parv in Madhya Pradesh) may be launched for the teachers in primary and upper primary schools. The incentives may be paid out funds available under LEP (Learning Enhancement Programme) in SSA.

### 6.7 School Management

Table 6.31 provides data on activity of school management systems. Presently, there are quite a good number of school-level committees looking after various monitoring aspects of the school. Almost every school in rural area has a Village Education Committee (VEC), a Mother Teacher Association (MTA) and a School Monitoring Committee (SMC). But only 6 schools in rural area have School Development Committee (SDC). In urban area all schools have Ward Education Committee (WEC) and 18 schools have MTA. Only 41 out of 92 schools have SMCs. The RTE Act prescribes that there should be only one management committee of the school- the SMC. The SMC would have specific roles and responsibilities as defined in the State RTE Rules. Such roles and responsibilities of the SMC have been discussed in Chapter 5. It is, thus, recommended that MTA, SDC, and PTA (Parent Teacher Association) be merged with SMC. VEC/WEC would look after all the schools within its jurisdiction. It can also be seen from Table 6.31 that at present only MTA has been active. Hence, it is suggested that mothers should have significant presence in the re-constructed SMC.

### 6.8 School Inspection

It is mentioned that the school supervision has seriously suffered due to insufficiency of staff, absence of any plan, and administrative neglect. Periodic inspection/supervision of schools is critical. Also it is to be understood that the role of school supervisor is not limited to inspection alone- it could also be advisory in nature. Hence, it is recommended that designations of inspectors be changes as below:

(a) Sub-inspector of Schools be re-designated as Assistant Education Officer (AEO)

(b) Assistant Inspector of Schools be re-designated as Block Education Officer (BEO)

(c) District Inspector of Schools be re-designated as District Education Officer (DEO)

Each BEO should have a contingent of AEOs who would regularly visit schools under their jurisdiction. BEOs would also make periodic visits to schools under their block in such a way that each BEO can visit every school once a year. Using SSA recommendation that each AEO should undertake at least two visits to every school each year, the total number of AEOs necessary in West Bengal to monitor schools providing elementary education is around 650 (considering 65000 schools and 200 working days in a year). Similarly, 325 BEOs are required. The present inspection staff strength is given in table 6.32. Table 6.32 shows that there is no need for any additional recruitment of inspectors. Each AEO would handle around 100 schools. This model would work provided the BRCs and CRCs are strengthened. The organization structure in BRC/URC/CRC and staff position would be discussed in the final report.

### 6.9 Governance Structure

In order to implement the norms and standards of RTE Act and Rules and also to align the activities of SSA and RTE, it is essential to re-design the present organization structure. Our recommendation on the revised organization structure would feature in the final report.

# Tables

Table 2.1 : Population Per Household and Village

| Districts | Population | | | No of Households | | | Number of Inhabited Villages | Average Household per Village | Population per Household (Total) | Population per Household (Rural) | Population per Household (Urban) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rural | Urban | Total | Rural | Urban | Total | | | | | |
| Bankura | 2957447 | 235248 | 3192695 | 559295 | 46725 | 606020 | 3577 | 156 | 5.27 | 5.29 | 5.03 |
| Barddhaman | 4348466 | 2547048 | 6895514 | 876572 | 513500 | 1390072 | 2438 | 360 | 4.96 | 4.96 | 4.96 |
| Birbhum | 2757002 | 258420 | 3015422 | 545000 | 53429 | 598429 | 2259 | 241 | 5.04 | 5.06 | 4.84 |
| Dakshin Dinajpur | 1306324 | 196854 | 1503178 | 279682 | 38397 | 318079 | 1579 | 177 | 4.73 | 4.67 | 5.13 |
| Darjiling | 1088740 | 520432 | 1609172 | 219401 | 99336 | 318737 | 640 | 343 | 5.05 | 4.96 | 5.24 |
| Howrah | 2121109 | 2151990 | 4273099 | 401768 | 436752 | 838520 | 727 | 553 | 5.10 | 5.28 | 4.93 |
| Hugli | 3354227 | 1687749 | 5041976 | 679061 | 364834 | 1043895 | 1886 | 360 | 4.83 | 4.94 | 4.63 |
| Jalpaiguri | 2794291 | 606882 | 3401173 | 560931 | 127208 | 688139 | 742 | 756 | 4.94 | 4.98 | 4.77 |
| Kochbihar | 2253537 | 225618 | 2479155 | 470336 | 47542 | 517878 | 1138 | 413 | 4.79 | 4.79 | 4.75 |
| Kolkata | 0 | 4572876 | 4572876 | 0 | 929586 | 929586 | 0 | 0 | 4.92 | 0.00 | 4.92 |
| Maldah | 3049528 | 240940 | 3290468 | 582117 | 49818 | 631935 | 1642 | 355 | 5.21 | 5.24 | 4.84 |
| Medinipur | 8626883 | 983905 | 9610788 | 1632430 | 195291 | 1827721 | 10548 | 155 | 5.26 | 5.28 | 5.04 |
| Murshidabad | 5133835 | 732734 | 5866569 | 1000713 | 139382 | 1140095 | 1925 | 520 | 5.15 | 5.13 | 5.26 |
| Nadia | 3625308 | 979519 | 4604827 | 747109 | 212878 | 959987 | 1250 | 598 | 4.80 | 4.85 | 4.60 |
| North 24 Paraganas | 4083339 | 4850947 | 8934286 | 812095 | 1014423 | 1826518 | 1572 | 517 | 4.89 | 5.03 | 4.78 |
| Puruliya | 2281090 | 255426 | 2536516 | 403601 | 46294 | 449895 | 2468 | 164 | 5.64 | 5.65 | 5.52 |
| South 24 Paraganas | 5820469 | 1086220 | 6906689 | 1088976 | 232953 | 1321929 | 2087 | 522 | 5.22 | 5.34 | 4.66 |
| Uttar Dinajpur | 2147351 | 294443 | 2441794 | 411735 | 52913 | 464648 | 1477 | 279 | 5.26 | 5.22 | 5.56 |
| Total | 57748946 | 22427251 | 80176197 | 11270822 | 4601261 | 15872083 | 37955 | 297 | | | |

Table 2.2 : Absolute and Percentage Distribution of Female Literacy Rate

| Districts | Number of Inhabited Villages | Female Literacy Rate (%) | | | Number of Villages | | | | | Percentage Distribution of Villages According to Level of Female Literacy | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | Rural | Urban | No Litarate Female | Very Low ( upto 30%) | Low (31-40%) | Medium (41-50%) | High (above 50%) | No Litarate Female | Very Low ( upto 30%) | Low (31-40%) | Medium (41-50%) | High (above 50%) |
| Bankura | 3577 | 49.4 | 47.6 | 71.9 | 26 | 692 | 726 | 911 | 1222 | 0.73 | 19.35 | 20.30 | 25.47 | 34.16 |
| Barddhaman | 2438 | 61 | 56.1 | 69.3 | 6 | 67 | 177 | 502 | 1686 | 0.25 | 2.75 | 7.26 | 20.59 | 69.16 |
| Birbhum | 2259 | 51.6 | 49.7 | 70 | 18 | 242 | 309 | 579 | 1111 | 0.80 | 10.71 | 13.68 | 25.63 | 49.18 |
| Dakshin Dinajpur | 1579 | 54.3 | 50.3 | 78.5 | 5 | 209 | 252 | 367 | 746 | 0.32 | 13.24 | 15.96 | 23.24 | 47.25 |
| Darjiling | 640 | 62.9 | 55.4 | 78.5 | 3 | 95 | 100 | 109 | 333 | 0.47 | 14.84 | 15.63 | 17.03 | 52.03 |
| Howrah | 727 | 70.1 | 64.5 | 75.8 | 1 | 6 | 15 | 48 | 657 | 0.14 | 0.83 | 2.06 | 6.60 | 90.37 |
| Hugli | 1886 | 67.2 | 62.1 | 77.5 | 0 | 27 | 65 | 256 | 1538 | 0.00 | 1.43 | 3.45 | 13.57 | 81.55 |
| Jalpaiguri | 742 | 52.2 | 47.2 | 74.1 | 1 | 87 | 147 | 227 | 280 | 0.13 | 11.73 | 19.81 | 30.59 | 37.74 |
| Kochbihar | 1138 | 56.1 | 53.6 | 79.8 | 1 | 33 | 118 | 351 | 635 | 0.09 | 2.90 | 10.37 | 30.84 | 55.80 |
| Kolkata | 0 | 77.3 | 0 | 77.3 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Maldah | 1642 | 41.3 | 38.4 | 73.8 | 10 | 647 | 401 | 329 | 255 | 0.61 | 39.40 | 24.42 | 20.04 | 15.53 |
| Medinipur | 10548 | 64.4 | 63.1 | 75.9 | 54 | 865 | 1003 | 1420 | 7206 | 0.51 | 8.20 | 9.51 | 13.46 | 68.32 |
| Murshidabad | 1925 | 47.6 | 45.7 | 60.7 | 5 | 258 | 385 | 605 | 672 | 0.26 | 13.40 | 20.00 | 31.43 | 34.91 |
| Nadia | 1250 | 59.6 | 55 | 75.7 | 2 | 62 | 133 | 281 | 772 | 0.16 | 4.96 | 10.64 | 22.48 | 61.76 |
| North 24 Paraganas | 1572 | 71.7 | 61 | 80.4 | 0 | 24 | 45 | 191 | 1312 | 0.00 | 1.53 | 2.86 | 12.15 | 83.46 |
| Puruliya | 2468 | 36.5 | 33.2 | 64.9 | 27 | 1156 | 717 | 368 | 200 | 1.09 | 46.84 | 29.05 | 14.91 | 8.10 |
| South 24 Paraganas | 2087 | 59 | 56.1 | 73.7 | 3 | 70 | 175 | 393 | 1446 | 0.14 | 3.35 | 8.39 | 18.83 | 69.29 |
| Uttar Dinajpur | 1477 | 36.5 | 30.8 | 74.8 | 6 | 788 | 310 | 227 | 146 | 0.41 | 53.35 | 20.99 | 15.37 | 9.88 |

Table 2.3 : District-wise Literacy Rate

| Districts | Populatio n per | Total Populatio | Total Literacy | Literate Populatio | Total Number of | Average Number | Illiterate Persons per | Total Illiterate Persons | % of Illiteracy |
|---|---|---|---|---|---|---|---|---|---|
| Bankura | 5.27 | 3192695 | 63.44 | 2025446 | 606020 | 3.34 | 1.93 | 1167249 | 36.56 |
| Barddhaman | 4.96 | 6895514 | 70.18 | 4839272 | 1390072 | 3.48 | 1.48 | 2056242 | 29.82 |
| Birbhum | 5.04 | 3015422 | 61.48 | 1853881 | 598429 | 3.10 | 1.94 | 1161541 | 38.52 |
| Dakshin Dinajpur | 4.73 | 1503178 | 63.59 | 955871 | 318079 | 3.01 | 1.72 | 547307 | 36.41 |
| Darjiling | 5.05 | 1609172 | 71.79 | 1155225 | 318737 | 3.62 | 1.42 | 453947 | 28.21 |
| Howrah | 5.10 | 4273099 | 77.01 | 3290714 | 838520 | 3.92 | 1.17 | 982385 | 22.99 |
| Hugli | 4.83 | 5041976 | 75.11 | 3787028 | 1043895 | 3.63 | 1.20 | 1254948 | 24.89 |
| Jalpaiguri | 4.94 | 3401173 | 62.85 | 2137637 | 688139 | 3.11 | 1.84 | 1263536 | 37.15 |
| Kochbihar | 4.79 | 2479155 | 66.3 | 1643680 | 517878 | 3.17 | 1.61 | 835475 | 33.7 |
| Kolkata | 4.92 | 4572876 | 80.86 | 3697628 | 929586 | 3.98 | 0.94 | 875248 | 19.14 |
| Maldah | 5.21 | 3290468 | 50.28 | 1654447 | 631935 | 2.62 | 2.59 | 1636021 | 49.72 |
| Medinipur | 5.26 | 9610788 | 74.9 | 7198480 | 1827721 | 3.94 | 1.32 | 2412308 | 25.1 |
| Murshidabad | 5.15 | 5866569 | 54.35 | 3188480 | 1140095 | 2.80 | 2.35 | 2678089 | 45.65 |
| Nadia | 4.80 | 4604827 | 66.14 | 3045633 | 959987 | 3.17 | 1.62 | 1559194 | 33.86 |
| North 24 Paraganas | 4.89 | 8934286 | 78.07 | 6974997 | 1826518 | 3.82 | 1.07 | 1959289 | 21.93 |
| Puruliya | 5.64 | 2536516 | 55.57 | 1409542 | 449895 | 3.13 | 2.50 | 1126974 | 44.43 |
| South 24 Paraganas | 5.22 | 6906689 | 69.45 | 4796696 | 1321929 | 3.63 | 1.60 | 2109993 | 30.55 |
| Uttar Dinajpur | 5.26 | 2441794 | 47.89 | 1169375 | 464648 | 2.52 | 2.74 | 1272419 | 52.11 |

Table 2.4 : District-wise Comparative Study of Literacy Rate

| Districts | Female Literacy Rate (%) | | Total Literacy | Total Populatio | Total Literate | Total Female | Female Literacy | Male Literacy Population | Total Male Population | Literacy Rate | | Gender Inequality |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Rural | | | | | | | | Male | Female | |
| Bankura | 49.4 | 47.6 | 63.44 | 3192695 | 2025446 | 1556693 | 769006 | 1256439 | 1636002 | 76.80 | 49.4 | 27.40 |
| Barddhaman | 61 | 56.1 | 70.18 | 6895514 | 4839272 | 3307138 | 2017354 | 2821918 | 3588376 | 78.64 | 61.0 | 17.64 |
| Birbhum | 51.6 | 49.7 | 61.48 | 3015422 | 1853881 | 1468789 | 757895 | 1095986 | 1546633 | 70.86 | 51.6 | 19.26 |
| Dakshin Dinajpur | 54.3 | 50.3 | 63.59 | 1503178 | 955871 | 732843 | 397934 | 557937 | 770335 | 72.43 | 54.3 | 18.13 |
| Darjiling | 62.9 | 55.4 | 71.79 | 1609172 | 1155225 | 778528 | 489694 | 665530 | 830644 | 80.12 | 62.9 | 17.22 |
| Howrah | 70.1 | 64.5 | 77.01 | 4273099 | 3290714 | 2031201 | 1423872 | 1866842 | 2241898 | 83.27 | 70.1 | 13.17 |
| Hugli | 67.2 | 62.1 | 75.11 | 5041976 | 3787028 | 2452351 | 1647980 | 2139048 | 2589625 | 82.60 | 67.2 | 15.40 |
| Jalpaiguri | 52.2 | 47.2 | 62.85 | 3401173 | 2137637 | 1650028 | 861315 | 1276323 | 1751145 | 72.89 | 52.2 | 20.69 |
| Kochbihar | 56.1 | 53.6 | 66.3 | 2479155 | 1643680 | 1207061 | 677161 | 966519 | 1272094 | 75.98 | 56.1 | 19.88 |
| Kolkata | 77.3 | 0 | 80.86 | 4572876 | 3697628 | 2072836 | 1602302 | 2095325 | 2500040 | 83.81 | 77.3 | 6.51 |
| Maldah | 41.3 | 38.4 | 50.28 | 3290468 | 1654447 | 1601062 | 661239 | 993209 | 1689406 | 58.79 | 41.3 | 17.49 |
| Medinipur | 64.4 | 63.1 | 74.9 | 9610788 | 7198480 | 4694418 | 3023205 | 4175275 | 4916370 | 84.93 | 64.4 | 20.53 |
| Murshidabad | 47.6 | 45.7 | 54.35 | 5866569 | 3188480 | 2861569 | 1362107 | 1826373 | 3005000 | 60.78 | 47.6 | 13.18 |
| Nadia | 59.6 | 55 | 66.14 | 4604827 | 3045633 | 2237974 | 1333833 | 1711800 | 2366853 | 72.32 | 59.6 | 12.72 |
| North 24 Paraganas | 71.7 | 61 | 78.07 | 8934286 | 6974997 | 4295530 | 3079895 | 3895102 | 4638756 | 83.97 | 71.7 | 12.27 |
| Puruliya | 36.5 | 33.2 | 55.57 | 2536516 | 1409542 | 1238438 | 452030 | 957512 | 1298078 | 73.76 | 36.5 | 37.26 |
| South 24 Paraganas | 59 | 56.1 | 69.45 | 6906689 | 4796696 | 3341696 | 1971601 | 2825095 | 3564993 | 79.25 | 59.0 | 20.25 |
| Uttar Dinajpur | 36.5 | 30.8 | 47.89 | 2441794 | 1169375.1 | 1182057 | 431451 | 737924 | 1259737 | 58.58 | 36.5 | 22.08 |

Table 2.5 : District-wise Gender Inequality in Literacy According to Specific Levels of Female Literacy

| Districts | Gender Gap (Male - Female) | | | Total Female |
|---|---|---|---|---|
| | Total | Rural | Urban | |
| Bankura | 27.4 | 28.2 | 16.2 | 49.4 |
| Barddhaman | 17.6 | 18.9 | 15.2 | 61 |
| Birbhum | 19.3 | 19.8 | 14.5 | 51.6 |
| Dakshin Dinajpur | 18.1 | 19.6 | 9.3 | 54.3 |
| Darjiling | 17.2 | 20.7 | 9.2 | 62.9 |
| Howrah | 13.1 | 16.2 | 9.7 | 70.1 |
| Hugli | 15.4 | 17 6 | 10.3 | 67.2 |
| Jalpaiguri | 20.6 | 22.7 | 11.4 | 52.2 |
| Kochbihar | 19.8 | 20.8 | 10 6 | 56.1 |
| Kolkatā | 6.5 | 0 | 6.5 | 77.3 |
| Maldah | 17.5 | 18.2 | 10.6 | 41.3 |
| Medinipur | 20.5 | 21.3 | 13.5 | 64.4 |
| Murshidabad | 13.1 | 12.8 | 15 | 47.6 |
| Nadia | 12.7 | 13.2 | 11.2 | 59.6 |
| North 24 Paraganas | 12 2 | 15.7 | 9.2 | 71.7 |
| Puruliya | 37.2 | 39.2 | 20.1 | 36.5 |
| South 24 Paraganas | 20.2 | 21.8 | 11.7 | 59 |
| Uttar Dinajpur | 22 | 23.4 | 10.7 | 36.5 |

Table 2.6 : District-wise Distribution of Sex Ratio Among Population

| Districts | Sex Ratio ( Female per 1000 Male) | | | Female Literacy |
|---|---|---|---|---|
| | Total | Rural | Urban | |
| Bankura | 952 | 952 | 951 | 49.4 |
| Barddhaman | 922 | 942 | 888 | 61 |
| Birbhum | 950 | 950 | 950 | 51.6 |
| Dakshin Dinajpur | 951 | 950 | 958 | 54.3 |
| Darjiling | 937 | 956 | 899 | 62.9 |
| Howrah | 906 | 958 | 858 | 70.1 |
| Hugli | 947 | 973 | 897 | 67.2 |
| Jalpaiguri | 942 | 944 | 933 | 52.2 |
| Kochbihar | 949 | 947 | 964 | 56.1 |
| Kolkata | 829 | 0 | 829 | 77.3 |
| Maldah | 948 | 948 | 947 | 41.3 |
| Medinipur | 955 | 957 | 935 | 64.4 |
| Murshidabad | 952 | 950 | 971 | 47.6 |
| Nadia | 946 | 941 | 962 | 59.6 |
| North 24 Paraganas | 926 | 942 | 912 | 71.7 |
| Puruliya | 954 | 958 | 920 | 36.5 |
| South 24 Paraganas | 937 | 942 | 913 | 59 |
| Uttar Dinajpur | 938 | 945 | 893 | 36.5 |
| **Correlation** | **0.24** | **0.11** | **0.39** | |

Table 2.7 : Percentage of SC Population among Total Population in villages

| Districts | Total SC Populatio | Percentage of SC | Total ST Populatio | Percentage of ST | Female Literacy | General Population |
|---|---|---|---|---|---|---|
| Bankura | 997408 | 31.24 | 330783 | 10.36 | 49.4 | 58.4 |
| Barddhaman | 1860754 | 26.98 | 441832 | 6.41 | 61 | 66.61 |
| Birbhum | 889894 | 29.51 | 203127 | 6.74 | 51.6 | 63.75 |
| Dakshin Dinajpur | 432660 | 28.78 | 242317 | 16.12 | 54.3 | 55.1 |
| Darjiling | 258881 | 16.09 | 204167 | 12.69 | 62.9 | 71.22 |
| Howrah | 658707 | 15.42 | 19168 | 0.45 | 70.1 | 84.13 |
| Hugli | 1188881 | 23.58 | 212062 | 4.21 | 67.2 | 72.21 |
| Jalpaiguri | 1248577 | 36.71 | 641688 | 18.87 | 52.2 | 44.42 |
| Kochbihar | 1242374 | 50.11 | 14246 | 0.57 | 56.1 | 49.32 |
| Kolkata | 274835 | 6.01 | 9810 | 0.21 | 77.3 | 93.78 |
| Maldah | 554165 | 16.84 | 227047 | 6.9 | 41.3 | 76.26 |
| Medinipur | 1576337 | 16.4 | 798684 | 8.31 | 64.4 | 75.29 |
| Murshidabad | 703786 | 12 | 75953 | 1.29 | 47.6 | 86.71 |
| Nadia | 1365985 | 29.66 | 113891 | 2.47 | 59.6 | 67.87 |
| North 24 Paraganas | 1840397 | 20.6 | 198936 | 2.23 | 71.7 | 77.17 |
| Puruliya | 463956 | 18.29 | 463452 | 18.27 | 36.5 | 63.44 |
| South 24 Paraganas | 2218376 | 32.12 | 84766 | 1.23 | 59 | 66.65 |
| Uttar Dinajpur | 676582 | 27.71 | 124865 | 5.11 | 36.5 | 67.18 |
| **Correlation** | | **-0.09** | | **0.38** | | **-0.12** |

Table 2.8 : District-wise Distribution of Primary Schools (Govt.) According to Type of Building

| Districts | Number of only Primary Schools (Govt.) | No. of Primary School by Type of Building | | | | | |
|---|---|---|---|---|---|---|---|
| | | Pucca | Partially Pucca | Kuccha | Tent | Multiple Type | No Building |
| BANKURA | 3463 | 2693 | 19 | 2 | 0 | 749 | 72 |
| BARDDHAMAN | 4001 | 3728 | 20 | 0 | 0 | 595 | 1 |
| BIRBHUM | 2372 | 2155 | 10 | 0 | 0 | 198 | 104 |
| DAKSHIN DINAJPUR | 1171 | 567 | 24 | 0 | 0 | 578 | 345 |
| DARJILING | 774 | 214 | 282 | 252 | 0 | 13 | 13 |
| HAORA | 2107 | 1587 | 59 | 4 | 0 | 412 | 983 |
| HUGLI | 2997 | 2088 | 119 | 11 | 1 | 746 | 349 |
| JALPAIGURI | 2038 | 2070 | 257 | 6 | 0 | 294 | 1 |
| KOCH BIHAR | 1822 | 1063 | 244 | 18 | 0 | 482 | 790 |
| KOLKATA | 1419 | 1235 | 150 | 4 | 0 | 38 | 57 |
| MALDAH | 1887 | 1302 | 36 | 6 | 0 | 525 | 897 |
| MURSHIDABAD | 3165 | 2998 | 10 | 9 | 3 | 171 | 173 |
| NADIA | 2598 | 2223 | 48 | 43 | 10 | 559 | 9 |
| NORTH 24 PARGANA | 3622 | 2549 | 257 | 14 | 0 | 744 | 1578 |
| PASCHIM MEDINIPUR | 4672 | 2164 | 969 | 124 | 1 | 1363 | 508 |
| PURBA MEDINIPUR | 3171 | 1334 | 1065 | 36 | 0 | 707 | 831 |
| PURULIYA | 2986 | 2732 | 43 | 28 | 0 | 439 | 16 |
| SILIGURI | 397 | 733 | 82 | 6 | 0 | 17 | 3 |
| SOUTH 24 PARGAN | 3674 | 1701 | 361 | 6 | 0 | 1566 | 888 |
| UTTAR DINAJPUR | 1430 | 797 | 39 | 0 | 1 | 582 | 361 |
| TOTAL | 49766 | 35933 | 4094 | 569 | | | 7979 |

Table 2.9 : District-wise Distribution of Primary Schools (Govt.) According to Number of Classrooms

| Districts | Number of only Primary Schools (Govt.) | Number of Class Rooms | Average No. Classrooms |
|---|---|---|---|
| BANKURA | 3463 | 9255 | 2.67 |
| BARDDHAMAN | 4001 | 16563 | 4.14 |
| BIRBHUM | 2372 | 7131 | 3.01 |
| DAKSHIN DINAJPUR | 1171 | 3850 | 3.29 |
| DARJILING | 774 | 2668 | 3.45 |
| HAORA | 2107 | 8027 | 3.81 |
| HUGLI | 2997 | 10836 | 3.62 |
| JALPAIGURI | 2038 | 7812 | 3.83 |
| KOCH BIHAR | 1822 | 6408 | 3.52 |
| KOLKATA | 1419 | 6364 | 4.48 |
| MALDAH | 1887 | 6769 | 3.59 |
| MURSHIDABAD | 3165 | 12234 | 3.87 |
| NADIA | 2598 | 10541 | 4.06 |
| NORTH 24 PARGANA | 3622 | 12066 | 3.33 |
| PASCHIM MEDINIPUR | 4672 | 12891 | 2.76 |
| PURBA MEDINIPUR | 3171 | 11242 | 3.55 |
| PURULIYA | 2986 | 7883 | 2.64 |
| SILIGURI | 397 | 3585 | 9.03 |
| SOUTH 24 PARGAN | 3674 | 12204 | 3.32 |
| UTTAR DINAJPUR | 1430 | 4638 | 3.24 |
| TOTAL | 49766 | 172967 | 3.48 |

Table 2.10 : District-wise Distribution of Primary Schools (Govt.) According to Number of Teachers

| Districts | Number of only Primary Schools | Total Teacher | Average No. of Teachers |
|---|---|---|---|
| BANKURA | 3463 | 8985 | 2.59 |
| BARDDHAMAN | 4001 | 12932 | 3.23 |
| BIRBHUM | 2372 | 7642 | 3.22 |
| DAKSHIN DINAJPUR | 1171 | 3734 | 3.19 |
| DARJILING | 774 | 2529 | 3.27 |
| HAORA | 2107 | 7785 | 3.69 |
| HUGLI | 2997 | 10199 | 3.40 |
| JALPAIGURI | 2038 | 7295 | 3.58 |
| KOCH BIHAR | 1822 | 5799 | 3.18 |
| KOLKATA | 1419 | 5100 | 3.59 |
| MALDAH | 1887 | 7820 | 4.14 |
| MURSHIDABAD | 3165 | 13262 | 4.19 |
| NADIA | 2598 | 9590 | 3.69 |
| NORTH 24 PARGANA | 3622 | 12361 | 3.41 |
| PASCHIM MEDINIPUR | 4672 | 13140 | 2.81 |
| PURBA MEDINIPUR | 3171 | 9109 | 2.87 |
| PURULIYA | 2986 | 6378 | 2.14 |
| SILIGURI | 397 | 1614 | 4.07 |
| SOUTH 24 PARGAN | 3674 | 12204 | 3.32 |
| UTTAR DINAJPUR | 1430 | 5572 | 3.90 |
| TOTAL | 49766 | 163050 | 3.28 |

Source of Table 2.8,2.9,2.10 : District Report Card Raw Data 2008-09, DISE

**Table 2.11 : Pupil-Teacher Ratio**

| State | Primary Level | | | Upper Primary Level | | |
|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| West Bengal | 45 | 44 | 34 | 57 | 57 | 51 |
| Madhya Pradesh | 37 | 37 | 35 | 31 | 32 | 33 |
| Gujarat | 33 | 32 | 32 | 33 | 33 | 33 |
| Kerala | 23 | 24 | 24 | 22 | 27 | 26 |
| All India Average | 34 | 34 | 33 | 31 | 31 | 31 |

**Table 2.12 : Educational Development Index**

| State | Composite Rank | | Access Rank | | Infrastructure Rank | | Teachers Rank | | Outcome Rank | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2008-09 | 2009-10 | 2008-09 | 2009-10 | 2008-09 | 2009-10 | 2008-09 | 2009-10 | 2008-09 | 2009-10 |
| West Bengal | 28 (34) | 24 (29) | 27 (35) | 12 (35) | 24 (25) | 22 (20) | 27 (27) | 25 (28) | 15 (34) | 25 (31) |
| Madhya Pradesh | 25 (26) | 27 (28) | 13 (17) | 11 (17) | 19 (19) | 26 (26) | 32 (31) | 31 (33) | 18 (30) | 23 (27) |
| Gujarat | 7 (16) | 13 (18) | 12 (2) | 13 (2) | 14 (14) | 18 (22) | 10 (21) | 10 (14) | 10 (20) | 16 (25) |
| Kerala | 9 (3) | 3 (3) | 34 (21) | 34 (22) | 5 (5) | 8 (7) | 2 (5) | 1 (5) | 22 (3) | 5 (4) |

Note: Ranks are for primary level (upper primary level) schools

# Chapter 4

Table 4.1: Cast wise Distribution

| District | Block | Mouza | Population as per Census 2001 | Caste wise distribution in Percentage | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | SC | ST | Min | Gen | OBC | Total |
| Burdwan | Mongalkote | Sarangapur | 855 | 89 | 5 | 0 | 1 | 5 | 100 |
| Burdwan | Raina-II | Burar | 1094 | 82 | 0 | 0 | 18 | 0 | 100 |
| Burdwan | Burdwan-II | Balgona | 3040 | 50 | 1 | 0 | 49 | 0 | 100 |
| Burdwan | Memari-II | Ghoshpur | 475 | 40 | 10 | 10 | 40 | 0 | 100 |
| Burdwan | Bhatar | Chandipur | 1324 | 60 | 15 | 0 | 25 | 0 | 100 |
| Burdwan | Jamalpur | Itla | 3032 | 30 | 0 | 5 | 65 | 0 | 100 |
| Howrah | Ulubena-I | Vekutal | 3499 | 50 | 0 | 50 | 0 | 0 | 100 |
| Howrah | Udaynarayanpur | Bajepratap | 626 | 30 | 0 | 0 | 70 | 0 | 100 |
| Howrah | Domjur | Mohishgote | 1872 | 100 | 0 | 0 | 0 | 0 | 100 |
| Howrah | Amta-I | Mandaria | 3785 | 20 | 0 | 0 | 80 | 0 | 100 |
| Howrah | Shyampur-II | Udhabpur | 2167 | 20 | 0 | 50 | 30 | 0 | 100 |
| Howrah | Amta-II | Betai | 2552 | 35 | 0 | 20 | 45 | 0 | 100 |
| Paschim Midnapur | Kharagpur-I | Konasol | 373 | 15 | 5 | 0 | 80 | 0 | 100 |
| Paschim Midnapur | Garbeta-III | Garbeta | 287 | 98 | 0 | 0 | 2 | 0 | 100 |
| Paschim Midnapur | Debra | Chak Chandramerh | 312 | 20 | 60 | 5 | 15 | 0 | 100 |
| Paschim Midnapur | Chandrakona-II | Tenpur | 821 | 55 | 0 | 0 | 45 | 0 | 100 |
| Paschim Midnapur | Daspur-I | Maheshpur | 752 | 15 | 1 | 0 | 84 | 0 | 100 |
| Paschim Midnapur | Sabang | Jagannath Chak | 708 | 65 | 2 | 0 | 33 | 0 | 100 |
| Bankura | Kotulpur | Ranahat | 655 | 15 | 0 | 35 | 50 | 0 | 100 |
| Bankura | Bankura-I | Langalberia | 152 | 100 | 0 | 0 | 0 | 0 | 100 |
| Bankura | Ranibandh | Punsiya | 884 | 60 | 40 | 0 | 0 | 0 | 100 |
| Bankura | Roypur | Chaka | 1030 | 65 | 0 | 0 | 35 | 0 | 100 |
| Bankura | Indpur | Shivrampur | 167 | 0 | 0 | 0 | 100 | 0 | 100 |
| Bankura | Chatna | Dhabani Gopalpur | 827 | 40 | 50 | 0 | 10 | 0 | 100 |
| N. 24 Parganas | Minakhan | Niruli Abad | 2361 | 60 | 30 | 0 | 10 | 0 | 100 |
| N. 24 Parganas | Bagda | Kapashati | 867 | 10 | 25 | 0 | 65 | 0 | 100 |
| N. 24 Parganas | Basirhat-II | Dakdhin Debipur | 2293 | 0 | 0 | 98 | 2 | 0 | 100 |
| N. 24 Parganas | Barasat - 1 | Laxmipul | 1050 | 5 | 0 | 65 | 30 | 0 | 100 |
| N. 24 Parganas | Amdanga | Kachiara | 2538 | 60 | 0 | 23 | 17 | 0 | 100 |
| N. 24 Parganas | Bangaon | Sutia | 878 | 52 | 1 | 1 | 46 | 0 | 100 |
| Murshidabad | Samserganj | Loharpur | 463 | 1 | 1 | 98 | 0 | 0 | 100 |
| Murshidabad | Nabagram | Singer | 4377 | 95 | 0 | 0 | 5 | 0 | 100 |
| Murshidabad | Raninagar-I | Balumati | 2934 | n.a | n.a | n.a. | n.a. | n.a. | 0 |
| Murshidabad | Lalgola | Janardanpur | 2923 | 0 | 0 | 100 | 0 | 0 | 100 |
| Murshidabad | Khargram | Shankarpur | 4841 | 3 | 0 | 97 | 0 | 0 | 100 |
| Murshidabad | Kandi | Murura | 1960 | 15 | 10 | 60 | 15 | 0 | 100 |
| South Dinajpur | Balurghat | Amrail | 299 | 10 | 10 | 0 | 80 | 0 | 100 |
| South Dinajpur | Kushmandi | Dhakdhole | 1110 | 0 | 10 | 90 | 0 | 0 | 100 |
| South Dinajpur | Banshihari | Bataskuri | 711 | 60 | 10 | 5 | 15 | 10 | 100 |
| South Dinajpur | Tapan | Salsama | 1872 | 60 | 2 | 30 | 8 | 0 | 100 |
| Jalpaiguri | Maynaguri | Kajaldihi | 1379 | 50 | 35 | 0 | 15 | 0 | 100 |
| Jalpaigun | Mal | Hanskhali | 636 | 10 | 70 | 5 | 15 | 0 | 100 |
| Jalpaiguri | Kalchini | Rajabhat Tea Garde | 9211 | 10 | 50 | 0 | 40 | 0 | 100 |
| Jalpaiguri | Rajganj | Mehendiguni | 2344 | 60 | 12 | 26 | 2 | 0 | 100 |
| Jalpaigun | Kumargram | Baro Daldali | 2140 | 70 | 0 | 0 | 30 | 0 | 100 |
| Jalpaiguri | Madarihat | Sarugaon | 1254 | 5 | 60 | 5 | 30 | 0 | 100 |

source : caste wise dist is obtained from village schedule

Table 4.2: Schools and the corresponding year of Establishment

| District | District wise Sl. No. | Sub-Division | Block | GP | Mouza | Circle | Name of school | Address | Year of establishment |
|---|---|---|---|---|---|---|---|---|---|
| Burdwan | 1 | Sadar | District Town | n.a. | n.a | Sadar Urban I | Nari Colony G.S.F.P. School | Arabinda Pally Nari Colony. Burdwan | 1951 |
| Burdwan | 2 | Sadar | District Town | n.a. | n.a. | n.a | Deshbandhu Vidyapith G.S.F.P. | Burdwan Municipality. 5, Ichlabad, Burdwan | n.a |
| Burdwan | 3 | Sadar | District Town | n.a. | n.a. | n.a | Alamgunj Harisava M.F.P. School | Alamganj , P.O. Nayunganj, Burdwan-713102 | 1930 |
| Burdwan | 4 | Katwa | Mongolkote | Chanak | Sarangapur | Mongolkote-I | Sarangapur F.P School | Vill Sarangapur. P.O.-Sarulia. Burdwan | 1980 |
| Burdwan | 5 | Sadar | Raina-I | Shyamsundar | Burar | Raina-I | Burar F.P. School | Vill & P.O.-Burar. District-Burdwan. Pin-713424 | 1973 |
| Burdwan | 6 | Sadar North | Burdwan-II | Kurmun-II | Balgana | Sadar North | Balgana Prathamik Vidyalaya | Balgana, Burdwan | 1872 |
| Burdwan | 7 | Sadar South | Memari-II | Bijur-II | Ghoshpur | Satgachia (West) | Ashapur F.P. School | Vill.-Ashapur. P.O.-Paharati. District-Burdwan | 1954 |
| Burdwan | 8 | Sadar | Bhatar | Bamunara | Chandipur | Bhatar(West) | Chandipur F.P. School | P.O.-Chandipur Kanpur. P.S.-Bhatar. Burdwan | 1973 |
| Burdwan | 9 | Sadar | Bhatar | Bamunara | Chandipur | Bhatar | Kanpur F.P. School | Vill.-Kanpur. P.O.-Chandipur (Konpur), Bhatar. Burdwan. Pin-713125 | 1955 |
| Burdwan | 10 | Burdwan | Jamalpur | Paratol-II | Itla | Jamalpur | Itla F.P. School | Vill-Itla, Post-Parbalpur | 1959 |
| Burdwan | 11 | Burdwan | Jamalpur | Paratol-II | Itla | Jamalpur | Bijla Prathamik Vidyalaya | n.a. | 1971 |
| Burdwan | 12 | Burdwan | Jamalpur | Paratol-II | Itla | Jamalpur | Itla Toposili Adibasi F.P. School | P.O.-Porbolpur. Vill.-Itla, P.S.-Jamalpur, Burdwan | 1983 |
| Paschim Midnapur | 1 | Ghatal | Chandrakona-II | Bandipur | Tenpur | Jhankra | Tenpur Prathamik Vidyalaya | Village & Post office - Tenpur, Dis. Paschim Mednapore | n a. |
| Paschim Midnapur | 2 | Kharagpur | Debra | Golgram | Chak Chandramerh | Lowada | Chak Chandramerh Prathamik Vidyalaya | Village: Chak Chandramerh, Post office: Golgram, Dis. Paschim Mednapore | 1955 |
| Paschim Midnapur | 3 | Midnapur Sadar | Garbeta-III | Uriasai | Garberia | Garbeta III | Garbarra Prathamik Vidyalaya | Village Garberia, Post office: Uriasai, Dis. Paschim Mednapore | 1979 |
| Paschim Midnapur | 4 | Midnapur Sadar | District Town | Midnapur Municipality | Ward no 3 | Sadar RR | Kotbazar Maktab Primary School | Kamarara P O Midnapur - 721101, Dist. Paschim Midnapur | 1963 |
| Paschim Midnapur | 5 | Midnapur Sadar | District Town | Midnapur Municipality | Ward no 6 | Sadar RR | Dhalma Primary School | Colonelgola Dharma | 1969 |
| Paschim Midnapur | 6 | Midnapur Sadar | District Town | Midnapur Municipality | Ward no 22 | Sadar RR | Sekpura Basti Primary school | Sekhpura, West midnapur, Ward no 22. | 1980 |
| Paschim Midnapur | 7 | Midnapur Sadar | District Town | Midnapur Municipality | Ward no 19 | Sadar Urban I | Patharghata Primary School | Patharghata, Midnapur | 1969 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Paschim Midnapur | 8 | Midnapur Sadar | District Town | Midnapur Municipality | Ward no 10 | Sadar RR | Mominmoholla Primary school | Post office Midnapur. P S Kotoali, Dis Paschim Mednapore | 1914 |
| Howrah | 1 | Ulubena | Amta I | Sirajbati | Mandaria | Sirajbati | Sirajbati Jaganath Prathamik Vidalaya | Mouza- Mandaria, GP- Sirajbati, Block - Amta-I, Howrah | 1968 |
| Howrah | 2 | Uluberia | Amta I | Sirajbati | Mandana | Sirajbati | Santoshnagar Primary School | Vill+ PO- Santosh Nagar, PS- Amta, Howrah | 1964 |
| Howrah | 3 | Uluberia | Amta I | Sirajbati | Mandaria | Sirajbati | Mandarana Vaban Moyee Converted Junior Basic School | Vill Mandaria, PO Sontosh nagar, PS. Amta, Howrah | 1928 |
| Howrah | 4 | Uluberia | Amta I | Sirajbati | Mandana | Sira,bati | Mandana Up Tapasili Primary School | Vill Mandaria Uttarpara, PO Santosh Nagar, Howrah | 1985 |
| Howrah | 5 | Howrah Sadar | Domjur | Uttar Jharpardaha | Mohoshgote | Domjur | Mahishgote Shibtala Primary | Vill: Mohishgote, PO Nonakundu, PS: Domjur, Howrah | 1946 |
| Howrah | 6 | Uluberia | Udaynarayanpur | Bhawanipur Bidhi | Bajepratappur | Udaynarayanpur (South) | Lalbenagari Primary School | Vill: Lal banagani, PO: Chilrasenpur, Howrah | 1973 |
| Howrah | 7 | Ulubaria | Ulubaria-I | Tapna | Bhekutal | Ulubana South | Bhekutal Board Primary School | Vill., P.O.-Bhekutl, P.S.-Ulubaria, District-Howrah. Pin-711315 | 1946 |
| Howrah | 8 | Ulubaria | Ulubaria-I | Tapna | Bhekutal | Ulubana South | Bhekutal South Primary School | Vill.& P.O.-Bhekutal, P.S -Ulubaria,District-Howrah Pin-711315 | 1955 |
| Howrah | 9 | Howrah Sadar | District Town | Howrah Town | Howrah Sadar | Sadar Central | S K Vision School | 41/1, Dr P.K Banarjee Rd , Near Jail Gate | 2005 |
| Howrah | 10 | Howrah Sadar | District Town | Howrah Town | Howrah Sadar | Sadar North | Sanpur Netaji Subhash Prathamik Vidyalaya | Shanpur, Das Nagar, Howrah | 1964 |
| Howrah | 11 | Howrah Sadar | District Town | Howrah Town | Howrah Sadar | Sadar West | Indumukhi Debnath Primary School | 1/4/1, Muktaram Debnath Lane, Howrah-4 | 1972 |
| Howrah | 12 | Uluberia | Shyampur-II | Sasti | Uddhabpur | Shyampur North | Senko Uddhavpur Primary School | Vill -Senko Uddhabpur, P O -Sasati, P.S.-Shyampur Dist Hoerah | 1961 |
| Howrah | 13 | Uluberia | Shyampur-II | Sasti | Uddhabpur | Shyampur North | Khelo Primary School | Vill -Khelo, P.O -Sasati Dist -Howrah, Pin -711312 | 1967 |
| Howrah | 14 | Uluberia | Amta II | Noyapara | Betai | Amta West | Jagalgori Primary School | Vill-Jagalgori, P O -Betai, P S -Amta, Dist.-Howrah | 1969 |
| Howrah | 15 | Uluberia | Amta II | Noyapara | Betai | Amta West | Betai Prahad Chandra Primary School | Betai Amta, Howrah | 1946 |
| North 24 Pargana | 1 | Barasat | Amdanga | Adhata | Kancharia | Amdanga | Urala Kanchiara F.P School | Village: Kancharia, P S Amdanga, 24 Parganas North, West Bangal | 1945 |
| North 24 Pargana | 2 | Barasat | Barasat-I | Kadambagchi | Laxmipool | Duttapukur | Laxmipool Chandigari F.P School | Village: Laxmipur 24 Parganas North, West Bangal | 1973 |
| North 24 Pargana | 3 | Basirhat | Bashirhat-II | Rajendrapur | Dakshin debipur | n.a. | Dakshin Debipur F.P.School | Village Dakshin Debipur, G.P Rajendrapur, 24 Parganas North, West Bangal | 1942 |
| North 24 Pargana | 4 | Basirhat | Minakha | Chapali | Niruli Abad | Chapali | Niruli Abad F.P School | Village Neruli Abad, P O Nimichi, PS- Minakha, 24 Parganas North, West Bangal | 1942 |
| North 24 Pargana | 5 | Basirhat | Minakha | Chapali | Niruli Abad | Chapali | Bakchara Neruli Abad Adibasi F.P. | Village Neruli Abad, P O Nimichi, PS- Minakha, 24 Parganas North, West Bangal | 1971 |
| North 24 Pargana | 6 | Bangaon | Bangaon-II | Tangra | Sutia | Tangra | Sutia Chakla Primary School | Village Sutia, P O Tangra colony, PS- Bangaon, 24 Parganas North West Bangal | 1953 |
| North 24 Pargana | 7 | Bangaon | Bangaon-II | Tangra | Sutia | Tangra | Sutia F.P.School | Village. Sutia, P O Tangra colony, PS- Bangaon 24 Parganas North West Bangal | 1971 |
| North 24 Pargana | 8 | Barasat | District Town | Barasat Municipality | Barasat | Barasat | Mahananda Mission Adarsha Polly F.P School | Saktinagar (Amtala), PO- Barasat, 24 pargagas (N), West bengal | 1970 |
| North 24 Pargana | 9 | Barasat | District Town | Ward 10 | Ward 10 | Barasat west | Aurobinda Pally Primary School | Noapara kalibari more, Barasat, 24 parganas North, West Bengal | 1950 |
| North 24 Pargana | 10 | Barasat | District Town | n.a | Chok - chatuna | Barasat west | Satya Bharati Sishu Tirtha Junior Basic School | Bani Niketan school road, nabapally, kolkata - 126 | 1960 |
| Murshidabad | 1 | Kandi | Kandi | Gokarna-2 | Murara | Kandi East | Murara Prathamik Vidyalaya | Vill-Murura, P O -Hazarpur Nabagram, P.S.-Kandi. District- Mushirdabad | 1966 |
| Murshidabad | 2 | Kandi | Kandi | Gokarna-2 | Murara | Kandi East | Saolapara Tawhid Education Society | Vill-Murara, P O.-Hazarpur Nabagram, P.S.-Kandi,District-Mushirdabad | 1998 |
| Murshidabad | 3 | Kandi | Khargram | Sadal | Shankarpur | Khargram North | 77 ShankarRamkamal Smriti Primary School | Vill-Sankarpur, P S -Khargram, Dis.-Mushirdabad | 2007 |
| Murshidabad | 4 | Kandi | Khargram | Sadal | Shankarpur | Khargram North | Shankarpur Primary School | Shankarpur, P O -Shankarpur , P S.-Khargram, Murshidabad | 1973 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Murshidabad | 5 | Kandi | Khargram | Sadal | Shankarpur | Khargram North | Jamiah Salafiah Bahurul Ulum | Vill.& P.O.-Sankarpur. Murshidabad | 1975 |
| Murshidabad | 6 | Domkal | Raninagar-I | Tenkaraipur Balumati | Balumati | Ranigar-I | 45,Balumati Primary School | Mouza-Balumati, Block-Raninagar-I, G.P.-Tenkaraipur Balumati. Mushirdabad | 1942 |
| Murshidabad | 7 | Lalbag | Lalgola | Nashipur | Janardanpur | Lalgola | Janardanpur Adarsha Shishu Shiksha Kendra | Vill.-Jonardanpur, P.O.-Sadar Nashipur.District-Mushirdabad | 2002 |
| Murshidabad | 8 | n.a. | Lalgola | Nashipur | Janardanpur | n.a. | Janardanpur Primary School No 3,Nashipur | n.a. | n.a. |
| Murshidabad | 9 | n.a. | Nabagram | Mahurul | Singer | n.a. | Singer Primary School | n.a. | n.a. |
| Murshidabad | 10 | n.a. | Nabagram | Mahurul | Singer | n.a. | 3 No Singer Bill Colony Primary School | n.a. | n.a. |
| Murshidabad | 11 | n.a. | Nabagram | Mahurul | Singer | n.a. | Singer Paschim Para Primary School | n.a. | n.a. |
| Murshidabad | 12 | n.a. | District Town | n.a. | n.a. | n.a. | Saraswati Sishu Mandir | n.a. | n.a. |
| Murshidabad | 13 | n.a. | District Town | n.a. | n.a. | n.a. | Saidabad M.C Vidyapith | n.a. | n.a. |
| Murshidabad | 14 | n.a. | District Town | n.a. | n.a. | n.a. | Agragati Sishu Shiksha Kendra | n.a. | n.a. |
| Jalpaiguri- | 1 | Jalpaiguri | District Town | Jalpaiguri Municipality | Ward No 5 | Sadar East | Sishu Tirtha | Samaj Para, Jalpaiguri, Ward no 5, West Bengal | 1984 |
| Jalpaiguri- | 2 | Sadar | District Town | Jalpaiguri Municipality | | Sadar | Fanindra Dev Institution Primary | Babupara, PO- Jalpaiguri, Pin- 735101 | 1917 |
| Jalpaiguri- | 3 | Sadar | District Town | Jalpaiguri Municipality | Ward no 8 | Sadar East | Jogomaya No. 1. R.R. Primary school | Nayabari, Ward no 8, Jalpaiguri, West Bengal | 1949 |
| Jalpaiguri- | 4 | n.a. | District Town | Jalpaiguri Municipality | | n.a. | Bamunpara R.R.Primary School | n.a. | n.a. |
| Jalpaiguri | 5 | n.a. | Mayanaguri | Ramsai | Kajaldihi | n.a. | Ghegadabri Primary School | n.a. | n.a. |
| Jalpaiguri | 6 | n.a. | Mal | Odhlabari | Hanskhali | n.a. | Gazaldoba S.N.Primary School | n.a. | n.a. |
| Jalpaiguri | 7 | n.a. | Mal | Odhlabari | Hanskhali | n.a. | Gazaldoba C S Primary School | n.a. | n.a. |
| Jalpaiguri | 8 | n.a. | Madarihat | Sishujumra | Sarungaon | n.a. | Sarungaon 3 No Primary School | n.a. | n.a. |
| Jalpaiguri | 9 | n.a. | Kalchini | Garopara | Rajabhat Tea Garden | n.a | Rajabhat Tea Primary school | n.a. | n.a. |
| Jalpaiguri | 10 | n.a. | Kumargram | Chengmari | Bara Doldali | n.a. | Baradoldoli Kalibari New Primary School | n.a. | n.a. |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Jalpaiguri | 11 | n.a. | Rajganj | Majhiwali | Mehendigach | n.a. | Laharn Basti Primary school | n.a. | n.a. |
| Jalpaiguri | 12 | n.a. | Rajganj | Majhiwali | Mehendigach | n.a. | 2 No Dharagoch B.F.Primary School | n.a. | n a. |
| Jalpaiguri | 13 | n.a. | Rajganj | Majhiwali | Mehendigach | n.a. | Harihar Vidyapith | n.a. | n.a. |
| Bankura | 1 | n.a. | Chatna | Dhaban | Dhabani Gopalpur | n.a. | Gopalpur Upargora Primary School | n.a. | n.a. |
| Bankura | 2 | n.a. | Kotulpur | Mirzapur | Ranahat | n.a. | Ranahat Primary School | n.a. | n.a. |
| Bankura | 3 | n.a. | Bankura -I | Kalpathor | Langolbaria | n.a. | Langalbaria Primary School | n.a. | n.a. |
| Bankura | 4 | n.a. | Roypur | Dheko | Chaka | n.a. | Chaka Raghunathpur Primary School | n.a. | n.a. |
| Bankura | 5 | n.a | Ranibandh | Ranibandh | Punshya | n.a. | Punshya Primary School | n.a. | n.a. |
| Bankura | 6 | n.a. | District Town | n.a. | n.a. | n.a. | Harijan Vidyaniketan | n.a. | n.a. |
| Bankura | 7 | n.a. | District Town | n.a. | n.a. | n.a. | Annapurna Vidyapith | n.a. | n.a |
| Bankura | 8 | n.a. | District Town | n.a. | n.a. | n.a. | Lalbazar Muchipara Primary School | n.a. | n a |
| Bankura | 9 | n.a. | District Town | n.a, | n.a. | n.a. | K.M. Institution | n.a. | n.a. |
| Kolkata | 1 | n.a. | n.a. | n.a. | n.a. | n.a. | C.M.O.Girls Primary School | n.a. | n.a. |
| Kolkata | 2 | n.a. | n.a. | n.a. | n.a. | n.a. | Soudamini Siksha Sadan | n.a. | n.a. |
| Kolkata | 3 | n.a. | n.a. | n.a. | n.a. | n.a. | Adarsha Vidya Vaban | n.a. | n.a. |
| Kolkata | 4 | n.a. | n.a. | n.a. | n.a. | n.a. | Adi Ballygang Junior Basic School | n.a. | n.a. |
| Kolkata | 5 | n a. | n.a. | n.a. | n.a. | n.a. | Balaji Swamiji Siksha Niketan | n.a. | n.a. |
| Kolkata | 6 | n.a. | n.a. | n.a. | n.a. | n.a. | Park Institutation | n.a. | n.a. |
| Kolkata | 7 | n.a | n.a. | n.a. | n.a. | n.a. | Skalirh G.S.F.P. School | n.a. | n.a. |
| Kolkata | 8 | n.a. | n.a. | n.a. | n.a. | n.a. | Judge Bagan Primary School | n.a. | n.a. |
| Kolkata | 9 | n.a. | n.a. | n.a. | n.a. | n.a. | R. K. S. M. Sister Nivedita Girls' School | n.a. | n.a. |

## Chapter 5

### Table 5.1: SSKs and MSKs in West Bengal

| District | No. of School (2010-11) | | | No. of Teacher (2010-11) | | |
|---|---|---|---|---|---|---|
| | Pry. (SSK) | U. Pry.(MSK) | Total | Pry. (SSK) | U. Pry.(MSK) | Total |
| BANKURA | 449 | 73 | 522 | 892 | 395 | 1287 |
| BARDDHAMAN | 1063 | 99 | 1162 | 3044 | 534 | 3578 |
| BIRBHUM | 650 | 101 | 751 | 1549 | 552 | 2101 |
| DAKSHIN DINAJPUR | 531 | 36 | 567 | 1462 | 181 | 1643 |
| DARJILING | 541 | 68 | 609 | 1145 | 350 | 1495 |
| HAORA | 307 | 27 | 334 | 859 | 134 | 993 |
| HUGLI | 277 | 27 | 304 | 797 | 142 | 939 |
| JALPAIGURI | 1089 | 113 | 1202 | 3234 | 555 | 3789 |
| KOCH BIHAR | 695 | 118 | 813 | 1848 | 608 | 2456 |
| KOLKATA | | | 0 | | 513 | 513 |
| MALDAH | 618 | 107 | 725 | 2217 | 1064 | 3281 |
| MURSHIDABAD | 1580 | 202 | 1782 | 5707 | 592 | 6299 |
| NADIA | 555 | 106 | 661 | 1492 | 615 | 2107 |
| NORTH 24 PARGANAS | 955 | 118 | 1073 | 3083 | 1244 | 4327 |
| PASCHIM MEDINIPUR | 2458 | 230 | 2688 | 6468 | 796 | 7264 |
| PURBA MEDINIPUR | 1445 | 151 | 1596 | 4008 | 695 | 4703 |
| PURULIYA | 416 | 139 | 555 | 791 | 50 | 841 |
| SILIGURI | 281 | 10 | 291 | 818 | 392 | 1210 |
| SOUTH 24 PARGANAS | 1213 | 80 | 1293 | 4022 | 549 | 4571 |
| UTTAR DINAJPUR | 971 | 106 | 1077 | 3212 | 9961 | 13173 |
| Total | 16094 | 1911 | 18005 | 46648 | 19922 | 66570 |

## Chapter 6

Table 6.1: Projection of School Going Population

| | Actual | Projected | | | |
|---|---|---|---|---|---|
| | 2001 | 2011 | 2016 | 2021 | 2026 |
| Total population | 80176000 | 89499000 | 93550000 | 97383000 | 100534000 |
| Children in age group: | | | | | |
| 0-4 years | 8573000 | 6890000 | 6945000 | 7032000 | 6715000 |
| 5-9 years | 9047000 | 7286000 | 6819000 | 6879000 | 6968000 |
| 10-14 years | 9063000 | 8423000 | 7244000 | 6782000 | 6843000 |
| 15-19 years | 7979000 | 8918000 | 8357000 | 7184000 | 6725000 |
| Primary school going children(%) | 11.28 | 8.14 | 7.29 | 7.06 | 6.93 |
| Upper primary school going children (%) | 11.30 | 9.41 | 7.74 | 6.96 | 6.81 |
| Children-elementary education | 22.59 | 17.55 | 15 03 | 14.03 | 13.74 |
| Secondary/Higher secondary school going children (%) | 9.95 | 9.96 | 8.93 | 7.38 | 6.69 |
| Prospective Class I children (%) | 10.69 | 7.70 | 7.42 | 7.22 | 6.68 |

Source: Annual Report 2007-08, Department of School Education, Government of West Bengal

Table 6.2:Projected Number of Primary Schools

| | 2011 | 2016 | 2021 | 2026 |
|---|---|---|---|---|
| 5-9 yrs | 7286000 | 6819000 | 6879000 | 6968000 |
| Projected No. of schools (using 2011 ratio) | 51016 | 47746 | 48166 | 48789 |
| Children/school | 143 | (constant) | | |

Table 6.3: No. of Habitation Having no Primary School & SSK within 1km

| District | No. of habitation having no primary &SSK within 1 km |
|---|---|
| BANKURA | 225 |
| BARDDHAMAN | 98 |
| BIRBHUM | 26 |
| DAKSHIN DINAJPUR | 35 |
| DARJILING | 0 |
| HAORA | 7 |
| HUGLI | 30 |
| JALPAIGURI | 157 |
| KOCH BIHAR | 86 |
| KOLKATA | 0 |
| MALDAH | 95 |
| MURSHIDABAD | 61 |
| NADIA | 0 |
| NORTH 24 PARGANAS | 60 |
| PASCHIM MEDINIPUR | 289 |
| PURBA MEDINIPUR | 38 |
| PURULIYA | 141 |
| SILIGURI | 0 |
| SOUTH 24 PARGANAS | 152 |
| UTTAR DINAJPUR | 57 |
| Total | 1557 |

Source: Riddhi Management Services data

Table 6.4 : Shortfall of Upper Primary

| District | Total no. of Schools offering upper primary edu | No. of Habitations having No UP schools & MSK withinn 2 km | Total no. of Schools offering primary edu | Number of Upper Primary as per Govt. Norm (P:UP=2:1) | Shortfalls of Upper Primary Schools |
|---|---|---|---|---|---|
| BANKURA | 701 | 2337 | 3532 | 1766 | 1065 |
| BARDDHAMAN | 895 | 903 | 4036 | 2018 | 1123 |
| BIRBHUM | 461 | 665 | 2387 | 1194 | 733 |
| DAKSHIN DINAJPUR | 163 | 672 | 1213 | 607 | 444 |
| DARJILING | 128 | 0 | 786 | 393 | 265 |
| HAORA | 587 | 49 | 2234 | 1117 | 530 |
| HUGLI | 664 | 244 | 3131 | 1566 | 902 |
| JALPAIGURI | 367 | 944 | 2062 | 1031 | 664 |
| KOCH BIHAR | 324 | 571 | 1925 | 963 | 639 |
| KOLKATA | 597 | 0 | 1590 | 795 | 198 |
| MALDAH | 343 | 919 | 1902 | 951 | 608 |
| MURSHIDABAD | 648 | 543 | 3189 | 1595 | 947 |
| NADIA | 544 | 0 | 2808 | 1404 | 860 |
| NORTH 24 PARGANAS | 996 | 253 | 3646 | 1823 | 827 |
| PASCHIM MEDINIPUR | 840 | 2432 | 4705 | 2353 | 1513 |
| PURBA MEDINIPUR | 694 | 286 | 3259 | 1630 | 936 |
| PURULIYA | 468 | 1451 | 2995 | 1498 | 1030 |
| SILIGURI | 111 | 0 | 441 | 221 | 110 |
| SOUTH 24 PARGANAS | 773 | 667 | 3717 | 1859 | 1086 |
| UTTAR DINAJPUR | 270 | 1229 | 1458 | 729 | 459 |
| Total | 10574 | 14165 | 51016 | 25508 | 14934 |

Table 6.5 Social Access Status in 2009-10

| States | % SC | %SC Enrolment | | % ST | %ST Enrolment | | % Muslim | %Muslim Enrolment | |
|---|---|---|---|---|---|---|---|---|---|
| | population | Primary | Upper-primary | population | Primary | Upper-primary | population | Primary | Upper-primary |
| West Bengal | 23 | 26 36 | 27 12 | 5 5 | 7 38 | 5 58 | 25 25 | 32 3 | 26 45 |
| Madhya Pradesh | 15 2 | 17 14 | 18 12 | 20 3 | 25 59 | 19.35 | 6 37 | 4 29 | 3 81 |
| Gujarat | 7.1 | 7 06 | 7.63 | 14 8 | 18 81 | 16 13 | 9 06 | 6 45 | 6 44 |
| Kerala | 9 8 | 11 54 | 11 36 | 1.1 | 2 51 | 2 06 | 24 7 | 33 24 | 29 23 |
| All-India Average | 16 2 | 20 07 | 19 17 | 8 2 | 11.54 | 9 43 | 13 43 | 13.48 | 49 4 |

Source DISE data 2009-10

Table 6.6 : School Infrastructure (Primary Schools)

| Parameters | 2008-09 | | | | 2009-10 | | | |
|---|---|---|---|---|---|---|---|---|
| | West Bengal | All India | Best State/UT(s) | | West Bengal | All India | Best State/UT(s) | |
| | | | Name | Value | | | Name | Value |
| % of schools having Drinking Water Facility | 82.34 | 85.33 | Chandigarh<br>Daman & Diu<br>Delhi<br>Lakshadweep<br>Tamil Nadu | 100<br>100<br>100<br>100<br>100 | 95.74 | 91.51 | Chandigarh<br>Daman & Diu<br>Delhi<br>Lakshadweep<br>Puducherry | 100<br>100<br>100<br>100<br>100 |
| % of schools having Functional Common Toilet (all schools) | | | | | 80.9 | 63.95 | Chandigarh | 98.25 |
| % of schools having Common Toilet | 74.71 | 62.81 | Sikkim | 98.99 | 80.53 | 54.14 | Punjab | 92 39 |
| % of schools having Girls' Toilet | 35 35 | 44.37 | Delhi | 84.63 | 43.95 | 50.99 | Nagaland | 88 82 |
| % of schools having Boundary Wall (All Schools) | 40.11 | 51.02 | Chandigarh | 99.44 | n.a. | 51.45 | Chandigarh | 99.43 |
| % of Schools having Computer (All Schools) | 5 9 | 14 12 | Lakshadweep | 89.74 | 7.45 | 16.65 | Lakshadweep | 93.18 |
| % of schools having Ramp | 58.65 | 39.69 | Gujrat | 77.61 | 50.01 | 45.86 | Gujrat | 79 32 |
| % of schools having Kitchen Shed | 74.84 | 47.41 | Uttarakhand | 90.52 | 57.73 | 47.78 | Tamil Nadu | 96.99 |
| % of schools having Electricity | 16.33 | 23.57 | Chandigarh<br>Daman & Diu<br>Lakshadweep<br>Puducherry | 100<br>100<br>100<br>100 | 18.79 | 27.7 | Chandigarh<br>Daman & Diu<br>Lakshadweep | 100<br>100<br>100 |

Source : DISE Flash Statistics 2009-10

Table 6.7. Distribution of Govt. Schools by Type School Building

| Type | Rural Area | | Urban Area | | Kolkata | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | As % | No. | As % | No. | As % | No. | As % |
| Pucca | 50 | 51.0 | 19 | 79.2 | 9 | 100 0 | 78 | 84.8 |
| Semi-Pucca | 9 | 9.2 | 3 | 12.5 | 0 | 0.0 | 12 | 13.0 |
| Kutcha | 0 | 0.0 | 0 | 0.0 | 0 | 0 0 | 0 | 0.0 |
| Other (No own Building) | 0 | 0.0 | 2 | 8.3 | 0 | 0.0 | 2 | 2.2 |
| Total | 59.0 | 60.2 | 24 | 100.0 | 9 | 100 0 | 92 | 100.0 |

Source : Survey Data

Table 6.8: Availability of Classrooms

| District | No. of Primary | Total Class Room | No. of Primary School Having Class room | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Zero | 1 | 2 | 3 | 4 | > 4 |
| BANKURA | 3532 | 9702 | 47 | 344 | 1257 | 1030 | 644 | 210 |
| BARDDHAMAN | 4036 | 15238 | 14 | 42 | 548 | 1009 | 1817 | 606 |
| BIRBHUM | 2387 | 7704 | 8 | 50 | 623 | 750 | 762 | 194 |
| DAKSHIN DINAJPUR | 1213 | 4083 | 0 | 52 | 226 | 358 | 485 | 92 |
| DARJILING | 786 | 3004 | 14 | 72 | 69 | 162 | 278 | 191 |
| HAORA | 2234 | 8404 | 5 | 98 | 306 | 469 | 980 | 376 |
| HUGLI | 3131 | 11616 | 6 | 99 | 511 | 849 | 1190 | 476 |
| JALPAIGURI | 2062 | 7046 | 1 | 82 | 418 | 539 | 784 | 238 |
| KOCH BIHAR | 1925 | 7044 | 0 | 47 | 261 | 438 | 917 | 262 |
| KOLKATA | 1590 | 7566 | 2 | 146 | 235 | 202 | 488 | 517 |
| MALDAH | 1902 | 7487 | 4 | 35 | 182 | 410 | 834 | 437 |
| MURSHIDABAD | 3189 | 13008 | 4 | 24 | 208 | 480 | 1672 | 801 |
| NADIA | 2808 | 9828 | 11 | 130 | 397 | 725 | 1210 | 335 |
| NORTH 24 PARGANAS | 3646 | 13011 | 4 | 171 | 592 | 856 | 1531 | 492 |
| PASCHIM MEDINIPUR | 4705 | 13433 | 7 | 500 | 1539 | 1230 | 1214 | 215 |
| PURBA MEDINIPUR | 3259 | 11141 | 0 | 69 | 509 | 991 | 1468 | 222 |
| PURULIYA | 2995 | 7290 | 0 | 536 | 1256 | 742 | 369 | 92 |
| SILIGURI | 441 | 1958 | 1 | 6 | 26 | 84 | 203 | 121 |
| SOUTH 24 PARGANAS | 3717 | 12597 | 1 | 149 | 710 | 1040 | 1457 | 360 |
| UTTAR DINAJPUR | 1458 | 5227 | 4 | 60 | 193 | 397 | 574 | 230 |
| Total | 51016 | 176387 | 133 | 2712 | 10066 | 12761 | 18877 | 6467 |

** Provisional DISE(2010-11) Data*

Table 6.9: Distribution of Govt. Schools by Number of Classrooms

| No of class room | Rural area | Urban area | Kolkata | Total |
|---|---|---|---|---|
| 1 | 2 | 2 | 1 | 5 |
| 2 | 11 | 7 | 2 | 20 |
| 3 | 20 | 2 | 0 | 22 |
| 4 | 16 | 7 | 2 | 25 |
| 5 | 6 | 2 | 0 | 8 |
| 6 | 3 | 3 | 0 | 6 |
| 7 | 1 | 1 | 1 | 3 |
| 8 | 0 | 0 | 1 | 1 |
| 32 | 0 | 0 | 1 | 1 |
| Average per school | 3 | 4 | 8 | 4 |

Source : Survey data

Table 6.10: Distribution of Govt. Schools by availability of other rooms & Verandah

| Other rooms | Rural Area | | Urban Area | | Kolkata | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | As % | No. | As % | No. | As % | No. | As % |
| Teachers room | 24 | 40.7 | 12 | 50.0 | 3 | 33.3 | 39 | 42.4 |
| Separate room for teache | 10 | 16.9 | 3 | 12.5 | 3 | 33.3 | 16 | 17.4 |
| Varandah | 46 | 78.0 | 19 | 79.2 | 4 | 44.4 | 69 | 75.0 |
| Kitchen | 51 | 86.4 | 12 | 50.0 | 1 | 11.1 | 64 | 69.6 |
| Play ground | 22 | 37.3 | 6 | 25.0 | 0 | 0.0 | 28 | 30.4 |
| Store room | 9 | 15.3 | 5 | 20.8 | 0 | 0.0 | 14 | 15.2 |
| Office & teachers room | 2 | 3.4 | 2 | 8.3 | 0 | 0.0 | 4 | 4.3 |
| Thakur Dalan | 0 | 0.0 | 0 | 0.0 | 1 | 11.1 | 1 | 1.1 |
| Boarding room | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Computer room | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hall room | 0 | 0 0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| No. of surveyed school | 59 | 100.0 | 24 | 100.0 | 9 | 100.0 | 92 | 100.0 |

Note: 1 school is defunct school in Urban area.
Source : Survey Data

Table 6.11: Distribution of Govt. Schools by Availability of Drinking water in school

| Type of Schools | No. of surveyed School | Availability of Drinking water | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Yes | Tube well | | Tap water | | Well | | Deep Tube well | | Deep tubewell & Tap | | Tap and Tubewell | | Total | |
| | | | No. of School | No. of source | No. of School | No. of source | No. of School | No. of source | No. of School | No. of source | No. of School | No. of source | No. of School | No. of source | No. of School | No. of source |
| Rural area | 59 | 53 | 45 | 50 | 1 | 2 | 1 | 1 | 4 | 4 | 1 | 2 | 1 | 3 | 53 | 62 |
| In urban area | 24 | 18 | 10 | 13 | 5 | 16 | 1 | 2 | 0 | 0 | 0 | 0 | 2 | 4 | 18 | 35 |
| Kolkata | 9 | 5 | 0 | 0 | 5 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 16 |
| Total | 92 | 76 | 55 | 63 | 11 | 34 | 2 | 3 | 4 | 4 | 1 | 2 | 3 | 7 | 76 | 113 |

Source : Survey Data

Table 6.12: Distribution of Govt. Schools by Availability of separate toilets

| Type of Schools | No. of surveyed School | Whether separate toilets exist as genderwise | | | | | |
|---|---|---|---|---|---|---|---|
| | | Yes | | No | | Total | |
| | | No. | As % | No. | As % | No. | As % |
| Rural area | 59 | 2 | 3.4 | 57 | 96.6 | 59 | 100.0 |
| In urban area | 24 | 2 | 8.3 | 22 | 91.7 | 24 | 100.0 |
| Kolkata | 9 | 0 | 0.0 | 9 | 100.0 | 9 | 100.0 |
| Total | 92 | 4 | 4.3 | 88 | 95.7 | 92 | 100.0 |

Source : Survey Data

Table 6.13: Distribution of Govt. schools by Availability of water inside the toilets

| Type of Schools | No. of surveyed School | Availability of water inside the toilets (No. of govt Schools) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Yes | | No | | Not applicable | | Total | |
| | | No. | As % | No. | As % | No. | As % | No. | As % |
| Rural area | 59 | 15 | 25.4 | 37 | 62.7 | 7 | 11.9 | 59 | 100.0 |
| In urban area | 24 | 11 | 45.8 | 11 | 45.8 | 2 | 8.3 | 24 | 100.0 |
| Kolkata | 9 | 7 | 77.8 | 2 | 22.2 | | 0.0 | 9 | 100.0 |
| Total | 92 | 33 | 35.9 | 50 | 54.3 | 9 | 9.8 | 92 | 100.0 |

Source : Survey Data

Table 6.14: Frequency distribution of Govt. schools by Availability of fans & lights in classrooms

| Area | No. of schools | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre Primary | | | | Class I | | | Class II | | | Class III | | | Class IV | | |
| | Available | Not available | No Pre Primary | Total | Available | Not available | Total | Available | Not available | Total | Available | Not available | Total | Available | Not available | Total |
| Rural area | 0 | 0 | 59 | 59 | 6 | 53 | 59 | 7 | 52 | 59 | 7 | 52 | 59 | 7 | 52 | 59 |
| Urban | 0 | 0 | 24 | 24 | 15 | 9 | 24 | 16 | 8 | 24 | 16 | 8 | 24 | 17 | 7 | 24 |
| Kolkata | 1 | 0 | 8 | 9 | 8 | 1 | 9 | 8 | 1 | 9 | 9 | 0 | 9 | 9 | 0 | 9 |
| All areas together | 1 | 0 | 91 | 92 | 29 | 63 | 92 | 31 | 61 | 92 | 32 | 60 | 92 | 33 | 59 | 92 |

Source : Survey Data

Table 6.15: Frequency distribution of Govt. schools by Sufficiency of sunlight in classrooms

| Area | No. of schools | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre Primary | | | | Class I | | | Class II | | | Class III | | | Class IV | | |
| | Sufficient | Insufficient | No Pre Primary | Total | Sufficient | Insufficient | Total | Sufficient | Insufficient | Total | Sufficient | Insufficient | Total | Sufficient | Insufficient | Total |
| Rural area | 0 | 0 | 59 | 59 | 50 | 9 | 59 | 49 | 10 | 59 | 46 | 13 | 59 | 50 | 9 | 59 |
| Urban | 0 | 0 | 24 | 24 | 21 | 3 | 24 | 19 | 5 | 24 | 21 | 3 | 24 | 21 | 3 | 24 |
| Kolkata | 0 | 1 | 8 | 9 | 7 | 2 | 9 | 7 | 2 | 9 | 6 | 3 | 9 | 5 | 4 | 9 |
| All areas together | 0 | 1 | 91 | 92 | 78 | 14 | 92 | 75 | 17 | 92 | 73 | 19 | 92 | 76 | 16 | 92 |

Source : Survey Data

Table 6.16: Frequency distribution of Govt. schools by Cleanliness of classrooms

| Area | No. of schools | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pre Primary | | | | Class I | | | Class II | | | Class III | | | Class IV | | |
| | Clean enough | Not clean | No Pre Primary | Total | Clean enough | Not clean enough | Total | Clean enough | Not clean | Total | Clean enough | Not clean enough | Total | Clean enough | Not clean enough | Total |
| Rural area | 0 | 0 | 59 | 59 | 37 | 22 | 59 | 40 | 19 | 59 | 38 | 21 | 59 | 41 | 18 | 59 |
| Urban | 0 | 0 | 24 | 24 | 20 | 4 | 24 | 20 | 4 | 24 | 19 | 5 | 24 | 19 | 5 | 24 |
| Kolkata | 1 | 0 | 8 | 9 | 6 | 3 | 9 | 6 | 3 | 9 | 6 | 3 | 9 | 6 | 3 | 9 |
| All areas together | 1 | 0 | 91 | 92 | 63 | 29 | 92 | 66 | 26 | 92 | 63 | 29 | 92 | 66 | 26 | 92 |

Source : Survey data

Table 6.17: Survival, Transition and Drop-out Rates

| State | Apparent Survival Rate Grade V | | | Transition Rate from Primary to UP | | | Average Drop-out Rate at Primary Level | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| West Bengal | 74 | 79 | 78 | 79.5 | 69.88 | 85.88 | 9.41 | 7.98 | 8.66 |
| Gujarat | 83 | 87 | 92 | 90.49 | 91.6 | 93.87 | 4.2 | 2.72 | 3.86 |
| Madhya Pradesh | 79 | 78 | 78 | 67.95 | 80.34 | 83.02 | 8.57 | 6.55 | 8.2 |
| Kerala | na | na | na | na | 98.01 | na | na | na | na |
| All India Average | 72 | 76 | 78 | 81.13 | 82.68 | 83.53 | 9.36 | 8.02 | 9.11 |

Source: DISE Flash Statistics 2009-10

Table 6.18: GER & NER

| District | GER (2008-09) | | NER (2008-09) | |
|---|---|---|---|---|
| | Primary | Upper Primary | Primary | Upper Primary |
| BANKURA | 117.73 | 77.72 | 93.98 | 57.49 |
| BARDDHAMAN | 103.49 | 72.87 | 82.81 | 53.11 |
| BIRBHUM | 118.52 | 80.4 | 92.81 | 59.67 |
| DAKSHIN DINAJPUR | 132.16 | 87.34 | 104.71 | 66.08 |
| DARJEELING | 41.73 | 29.39 | 30.83 | 21.39 |
| HAORA | 101.05 | 73.16 | 77.78 | 52.64 |
| HUGLI | 101.76 | 74.82 | 81.21 | 48.44 |
| JALPAIGURI | 133.7 | 87.59 | 84.91 | 59 |
| KOCH BIHAR | 146.51 | 91.27 | 93.78 | 65.5 |
| KOLKATA | 55.46 | 47.59 | 40.15 | 32.95 |
| MALDAH | 166.16 | 70.74 | 106.28 | 48.85 |
| MURSHIDABAD | 131.83 | 75.17 | 103.8 | 54.61 |
| NADIA | 115.47 | 87.51 | 91.6 | 64.96 |
| NORTH 24 PARGANA | 88.74 | 68.33 | 61.18 | 49.66 |
| PASCHIM MEDINIPUR | 0 | 0 | 0 | 0 |
| PURBA MEDINIPUR | 0 | 0 | 0 | 0 |
| PURULIYA | 146.66 | 73.83 | 107.13 | 54.57 |
| SILIGURI | 0 | 0 | 0 | 0 |
| SOUTH 24 PARGANA | 115.69 | 75.36 | 92.19 | 57.47 |
| UTTAR DINAJPUR | 158.13 | 64.45 | 114.96 | 44.65 |
| **West Bengal** | **113.3** | **75.5** | **84.5** | **54.6** |

Source : District Report Card 2008-09, Raw Data, DISE

Source : State Report Card 2008-09, DISE

Table 6.19 : Enrolment v/s Dropout

| Area | | YEAR | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
| | | Enrolment | Drop out | Enrolment | Drop out | Enrolment | Drop out | Enrolment | Drop out |
| Class I | | | | | | | | | |
| Rural | | 2146 | | 2069 | | 1808 | | 1588 | |
| | Boys | 1059 | | 1107 | | 962 | | 824 | |
| | Girls | 1051 | | 989 | | 846 | | 764 | |
| Uraban | | 791 | | 763 | | 783 | | 761 | |
| | Boys | 422 | | 436 | | 459 | | 420 | |
| | Girls | 369 | | 327 | | 324 | | 341 | |
| Kolkata | | 340 | | 266 | | 255 | | 254 | |
| | Boys | 90 | | 98 | | 98 | | 86 | |
| | Girls | 250 | | 168 | | 157 | | 168 | |
| | | | | | | | | | |
| Class II | | | | | | | | | |
| Rural | | 1525 | | 1656 | 490 | 1603 | 466 | 1477 | 331 |
| | Boys | 787 | | 859 | 200 | 804 | 303 | 777 | 185 |
| | Girls | 738 | | 797 | 254 | 799 | 190 | 700 | 146 |
| Uraban | | 692 | | 701 | 90 | 697 | 66 | 680 | 103 |
| | Boys | 372 | | 374 | 48 | 401 | 35 | 402 | 57 |
| | Girls | 320 | | 327 | 42 | 296 | 31 | 278 | 46 |
| Kolkata | | 261 | | 241 | 99 | 244 | 22 | 231 | 24 |
| | Boys | 102 | | 90 | 0 | 103 | -5 | 94 | 4 |
| | Girls | 159 | | 151 | 99 | 141 | 27 | 137 | 20 |
| | | | | | | | | | |
| Class III | | | | | | | | | |
| Rural | | 1533 | | 1525 | 0 | 1468 | 188 | 1513 | 90 |
| | Boys | 761 | | 767 | 20 | 754 | 105 | 740 | 64 |
| | Girls | 772 | | 758 | -20 | 714 | 83 | 773 | 26 |
| Uraban | | 714 | | 689 | 3 | 635 | 66 | 638 | 59 |
| | Boys | 389 | | 397 | -25 | 327 | 47 | 349 | 52 |
| | Girls | 325 | | 292 | 28 | 308 | 19 | 289 | 7 |
| Kolkata | | 235 | | 274 | -13 | 254 | -13 | 241 | 3 |
| | Boys | 95 | | 111 | -9 | 92 | -2 | 97 | 6 |
| | Girls | 140 | | 163 | -4 | 162 | -11 | 144 | -3 |
| | | | | | | | | | |
| Class IV | | | | | | | | | |
| Rural | | 1528 | | 1548 | -15 | 1528 | -3 | 1428 | 40 |
| | Boys | 800 | | 773 | -12 | 745 | 22 | 719 | 35 |
| | Girls | 728 | | 775 | -3 | 783 | -25 | 709 | 5 |
| Uraban | | 632 | | 691 | 23 | 716 | -27 | 697 | -62 |
| | Boys | 341 | | 368 | 21 | 404 | -7 | 391 | -64 |
| | Girls | 291 | | 323 | 2 | 312 | -20 | 306 | 2 |
| Kolkata | | 242 | | 250 | -15 | 278 | -4 | 258 | -4 |
| | Boys | 102 | | 106 | -11 | 113 | -2 | 99 | -7 |
| | Girls | 140 | | 144 | -4 | 165 | -2 | 159 | 3 |

Source: Survey Data

Table 6.20: Major Reasons for Drop out (as told by School)

| | All Rural | Urban | Kolkata |
|---|---|---|---|
| No. of schools surveyed | 59 | 24 | 9 |
| Reasons | | | |
| Retention due to Guardi | 66.30% | 29.20% | 100% |
| Migration of household | 25.40% | 8.30% | 0 |
| Went to work to support | 0 | 20.80% | |
| Underage children | 3.40% | 16.60% | |
| Source: Survey Data | | | |

Table 6.21: Major Reasons for Drop out (as told by household)

| | 6-11 years | 12-16 years |
|---|---|---|
| No. of households surve | 700 | 700 |
| Reasons | | |
| Parents/students no lon | 37.50% | 29.50% |
| No money for fees/other | 25% | 17% |
| Teacher beats | 12.50% | 5.70% |
| Went to work to support | 6.30% | 31.80% |
| Distance of the school | 6.30% | 0.00% |
| Needed for household v | 0 | 9.10% |
| Source: Survey Data | | |

Table 6.22. Distribution of Govt. schools by providing midday meal

| Area | Schools provide midday meal (No.) | | |
|---|---|---|---|
| | Yes | No | Total |
| In Rural Sub Sample 1 | 32 | 1 | 33 |
| In Rural Sub Sample 2 | 26 | 0 | 26 |
| Total | 58 | 1 | 59 |
| Urban | 23 | 1 | 24 |
| Kolkata | 1 | 8 | 9 |
| All areas together | 82 | 10 | 92 |

Source: Survey Data

Table 6.23: Students' Attendance v/s MDM

| Area | No. of Schools where Data are available | No. of Students Present Before MDM (Class I) | No. of Students Present After MDM (Class I) | Difference |
|---|---|---|---|---|
| Rural | 39 | 584 | 534 | 50 |
| Urban | 50 | 249 | 219 | 30 |
| Kolkata | 0 | 0 | 0 | 0 |

Source: Survey Data

Table 6.24: District-wise Teachers requirement

| Districts | Estimated 5+ to | Enrolment in Govt. Schools | No. of Teachers | No. of Primary Schools | Average no. of students per School | Total no. of Teachers as per DISE PTR=34 | Shortages of Teachers as per DISE PTR=34 | Total no. of Teachers as per RTE | Shortages of Teachers as per RTE |
|---|---|---|---|---|---|---|---|---|---|
| Bankura | 289934 | 285296 | 8985 | 3463 | 82 | 8391 | -594 | 10389 | 1404 |
| Barddhaman | 628560 | 480398 | 12932 | 4001 | 120 | 14129 | 1197 | 16004 | 3072 |
| Birbhum | 273649 | 263195 | 7642 | 2372 | 111 | 7741 | 99 | 9488 | 1846 |
| DGHC | 97468 | 48529 | 2529 | 774 | 63 | 1427 | -1102 | 2322 | -207 |
| Dakshin Dinajpur | 136495 | 117534 | 3734 | 1171 | 100 | 3457 | -277 | 4684 | 950 |
| Howrah | 388236 | 288229 | 7785 | 2107 | 137 | 8477 | 692 | 10535 | 2750 |
| Hugli | 457820 | 330351 | 10199 | 2997 | 110 | 9716 | -483 | 11988 | 1789 |
| Jalpaiguri | 309135 | 261603 | 7295 | 2038 | 128 | 7694 | 399 | 10190 | 2895 |
| Kochbihar | 225118 | 231124 | 5799 | 1822 | 127 | 6798 | 999 | 9110 | 3311 |
| Kolkata | 416080 | 177280 | 5100 | 1419 | 125 | 5214 | 114 | 7095 | 1995 |
| Maldah | 298866 | 329166 | 7820 | 1887 | 174 | 9681 | 1861 | 11322 | 3502 |
| Murshidabad | 532639 | 556307 | 13262 | 3165 | 176 | 16362 | 3100 | 18990 | 5728 |
| Nadia | 418188 | 346239 | 9590 | 2598 | 133 | 10184 | 594 | 12990 | 3400 |
| North 24 Paraganas | 811196 | 462446 | 12361 | 3622 | 128 | 13601 | 1240 | 18110 | 5749 |
| Paschim Medinipur | 471751 | 365132 | 13140 | 4672 | 78 | 10739 | -2401 | 14016 | 876 |
| Purba Medinipur | 403773 | 296284 | 9109 | 3171 | 93 | 8714 | -395 | 12684 | 3575 |
| Purulya | 230291 | 282510 | 6378 | 2986 | 95 | 8309 | 1931 | 11944 | 5566 |
| Siliguri | 88516 | 64376 | 1614 | 397 | 162 | 1893 | 279 | 2382 | 768 |
| South 24 Paraganas | 627590 | 551536 | 12204 | 3674 | 150 | 16222 | 4018 | 18370 | 6166 |
| Uttar Dinajpur | 221806 | 260446 | 5572 | 1430 | 182 | 7660 | 2088 | 8580 | 3008 |
| | | | | | | | 13361 | | 58143 |

Data of Column 2 and 3 are from WB, SSA Basic Information as on 01-04-2011(http://www.wbsed.gov.in/wbsed/readwrite/stat_doc/pri_enrol_scenario.pdf)

Data of column 4 and 5 are from District Report Card Raw Data 2008-09, DISE

In column 7 it is assumed that PTR is 34 as per DISE data

Column 8 = (no. of teachers should be there as per DISE PTR=34 - Actual no. of Teachers)

Table 6.25 : Teachers Training

| Districts | No. of Teachers Received in-Service Training | | Total No. of Primary Teachers | Total No. of Teachers Received | % of Trained |
|---|---|---|---|---|---|
| | Primary Only | | | | |
| | Male | Female | | | |
| BANKURA | 6504 | 1776 | 8985 | 8280 | 92 15 |
| BARDDHAMAN | 9093 | 3202 | 12932 | 12295 | 95 07 |
| BIRBHUM | 1719 | 395 | 7642 | 2114 | 27.66 |
| DAKSHIN DINAJPUR | 2448 | 649 | 3734 | 3097 | 82 94 |
| DARJILING | 3 | 2 | 2529 | 5 | 0.20 |
| HAORA | 3227 | 1954 | 7785 | 5181 | 66.55 |
| HUGLI | 3165 | 1324 | 10199 | 4489 | 44 01 |
| JALPAIGURI | 3064 | 1431 | 7295 | 4495 | 61 62 |
| KOCH BIHAR | 1886 | 536 | 5799 | 2422 | 41 77 |
| KOLKATA | 999 | 1478 | 5100 | 2477 | 48 57 |
| MALDAH | 2697 | 969 | 7820 | 3666 | 46 88 |
| MURSHIDABAD | 8518 | 3107 | 13262 | 11625 | 87.66 |
| NADIA | 5186 | 2434 | 9590 | 7620 | 79 46 |
| NORTH 24 PARGANA | 5492 | 3714 | 12361 | 9206 | 74 48 |
| PASCHIM MEDINIPUR | 8959 | 2727 | 13140 | 11686 | 88.93 |
| PURBA MEDINIPUR | 1826 | 628 | 9109 | 2454 | 26 94 |
| PURULIYA | 3545 | 840 | 6378 | 4385 | 68.75 |
| SILIGURI | 718 | 449 | 1614 | 1167 | 72 30 |
| SOUTH 24 PARGANA | 5148 | 2268 | 12204 | 7416 | 60 77 |
| UTTAR DINAJPUR | 2488 | 983 | 5572 | 3471 | 62 29 |
| Total | 76685 | 30866 | 163050 | 107551 | 65.96 |

Source: District Report Card Raw Data 2008-09, DISE

Table 6.26. Three years results in Govt. schools of school examination of Class IV

| Year | Area | No. of schools surveyed | No. of schools provided data | No. of total students giving examination | Distribution of aggregrate marks | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 81% - 100% | | 65% - 80% | | 51% - 64% | | 35% - 50% | | Below 35% | |
| | | | | | No. of students | As % | No. of students | As % | No. of students | As % | No. of students | As % | No. of students | As % |
| 2009 - 10 | Rural Sub Sample 1 | 33 | 30 | 695 | 111 | 16.0 | 194 | 27.9 | 173 | 24.9 | 161 | 23.2 | 56 | 8.1 |
| | Rural Sub Sample 2 | 26 | 23 | 645 | 134 | 20.8 | 162 | 25.1 | 145 | 22.5 | 117 | 18.1 | 87 | 13.5 |
| | Rural areas together | 59 | 53 | 1340 | 245 | 18.3 | 356 | 26.6 | 318 | 23.7 | 278 | 20.7 | 143 | 10.7 |
| | Urban | 24 | 21 | 612 | 121 | 19.8 | 165 | 27.0 | 129 | 21.1 | 131 | 21.4 | 66 | 10.8 |
| | Kolkata | 9 | 8 | 161 | 30 | 18.6 | 96 | 59.6 | 23 | 14.3 | 7 | 4.3 | 5 | 3.1 |
| | All areas together | 92 | 82 | 2113 | 396 | 18.7 | 617 | 29.2 | 470 | 22.2 | 416 | 19.7 | 214 | 10.1 |
| 2008 - 09 | Rural Sub Sample 1 | 33 | 30 | 724 | 98 | 13.5 | 189 | 26.1 | 200 | 27.6 | 147 | 20.3 | 90 | 12.4 |
| | Rural Sub Sample 2 | 26 | 23 | 672 | 117 | 17.4 | 169 | 25.1 | 190 | 28.3 | 105 | 15.6 | 91 | 13.5 |
| | Rural areas together | 59 | 53 | 1396 | 215 | 15.4 | 358 | 25.6 | 390 | 27.9 | 252 | 18.1 | 181 | 13.0 |
| | Urban | 24 | 21 | 603 | 168 | 27.9 | 197 | 32.7 | 136 | 22.6 | 82 | 13.6 | 20 | 3.3 |
| | Kolkata | 9 | 8 | 167 | 29 | 17.4 | 103 | 61.7 | 22 | 13.2 | 9 | 5.4 | 4 | 2.4 |
| | All areas together | 92 | 82 | 2166 | 412 | 19.0 | 658 | 30.4 | 548 | 25.3 | 343 | 15.8 | 205 | 9.5 |
| 2007 - 08 | Rural Sub Sample 1 | 33 | 30 | 752 | 108 | 14.4 | 229 | 30.5 | 198 | 26.3 | 131 | 17.4 | 86 | 11.4 |
| | Rural Sub Sample 2 | 26 | 23 | 708 | 118 | 16.7 | 152 | 21.5 | 206 | 29.1 | 115 | 16.2 | 117 | 16.5 |
| | Rural areas together | 59 | 53 | 1460 | 226 | 15.5 | 381 | 26.1 | 404 | 27.7 | 246 | 16.8 | 203 | 13.9 |
| | Urban | 24 | 21 | 542 | 115 | 21.2 | 148 | 27.3 | 111 | 20.5 | 101 | 18.6 | 67 | 12.4 |
| | Kolkata | 9 | 8 | 148 | 23 | 15.5 | 98 | 66.2 | 15 | 10.1 | 11 | 7.4 | 1 | 0.7 |
| | All areas together | 92 | 82 | 2150 | 364 | 16.9 | 627 | 29.2 | 530 | 24.7 | 358 | 16.7 | 271 | 12.6 |

Source: Survey Data

Table 6.27 : Use of TLM

| | No. of schools Use TLM | | | Total Schools | % use of TLM | | |
|---|---|---|---|---|---|---|---|
| | 1 to 3 | 4 to 6 | None | | 1 to 3 | 4 to 6 | None |
| Math | 48 | 0 | 39 | 87 | 55.2 | 0.0 | 44.8 |
| Science | 0 | 57 | 30 | 87 | 0.0 | 65.5 | 34.5 |
| Language | 0 | 62 | 25 | 87 | 0.0 | 71.3 | 28.7 |

Source : Survey data

Table 6.28 : Use of Only Text Books

| | No. of schools Use Text Books | | Total Schools | As % | |
|---|---|---|---|---|---|
| | Used | Not Used | | Used | Not Used |
| Math | 27 | 60 | 87 | 31.0 | 69.0 |
| Science | 68 | 19 | 87 | 78.2 | 21.8 |
| Language | 82 | 5 | 87 | 94.3 | 5.7 |

Source: Survey Data

Table-6.29

Distribution of HHs having Pvt. Tutor by household Income

| Income | No.of HHs | No. of HHs having students | As % | No. of HHs having pvt. tutor | | | |
|---|---|---|---|---|---|---|---|
| | | | | Yes | As % | No | As % |
| Upto 1500 | 26 | 17 | 65.4 | 9 | 52.9 | 8 | 47.1 |
| 1501-5000 | 384 | 304 | 79.2 | 203 | 66.8 | 101 | 33.2 |
| 5001-10000 | 204 | 136 | 66.7 | 95 | 69.9 | 41 | 30.1 |
| 10001-15000 | 40 | 33 | 82.5 | 25 | 75.8 | 8 | 24.2 |
| 15001-20000 | 19 | 12 | 63.2 | 12 | 100.0 | 0 | 0.0 |
| 20001-30000 | 15 | 8 | 53.3 | 5 | 62.5 | 3 | 37.5 |
| Above 30000 | 6 | 4 | 66.7 | 4 | 100.0 | 0 | 0.0 |
| Can't say | 6 | 3 | 50.0 | 2 | 66.7 | 1 | 33.3 |
| Total | 700 | 517 | 73.9 | 355 | 68.7 | 162 | 31.3 |

Source: Survey Data

Table 6.30

Distribution of HHs having Pvt. Tutor by their caste

| Caste | No. of HHs | HHs having students | No. of HHs having pvt. tutor | | | |
|---|---|---|---|---|---|---|
| | | | Yes | As % | No | As % |
| SC | 328 | 239 | 157 | 65.7 | 82 | 34.3 |
| ST | 12 | 4 | 2 | 50.0 | 2 | 50.0 |
| OBC | 26 | 18 | 11 | 61.1 | 7 | 38.9 |
| General | 238 | 174 | 144 | 82.8 | 30 | 17.2 |
| Minority | 96 | 82 | 41 | 50.0 | 41 | 50.0 |
| Total | 700 | 517 | 355 | 68.7 | 162 | 31.3 |

Source: Survey Data

Table 6.31 Meetings of committees of Govt. schools

| Type of Committees | No. of meetings held in last year | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Rural | | | | | | | | Urban | | | | Kolkata | | | |
| | Sub Sample 1 (Total) | | | | Sub Sample 2 (Total) | | | | | | | | | | | |
| | No. of schools surveyed | No. of schools having such committee | Total no. of meetings held | Average per school having the committee | No. of schools surveyed | No. of schools having such committee | Total no. of meetings held | Average per school having the committee | No. of schools surveyed | No. of schools having such committee | Total no. of meetings held | Average per school having the committee | No. of schools surveyed | No. of schools having such committee | Total no. of meetings held | Average per school having the committee |
| VEC | 33 | 32 | 182 | 6.0 | 26 | 26 | 154 | 6.0 | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable |
| WEC | 33 | Not applicable | Not applica | Not applicable | 26 | Not applica | Not applicab | Not applicable | 24 | 24 | 113 | 5.0 | 9 | 0 | 0 | 0 |
| Mother Teacher | 33 | 29 | 149 | 5.0 | 26 | 21 | 115 | 6.0 | 24 | 18 | 97 | 5.0 | 9 | 7 | 31 | 4.4 |
| School | 33 | 3 | 12 | 4.0 | 26 | 3 | 24 | 8.0 | 24 | 4 | 16 | 4.0 | 9 | 7 | 26 | 3.7 |
| School Monitoring | 33 | 17 | 135 | 8.0 | 26 | 11 | 62 | 6.0 | 24 | 12 | 27 | 2.3 | 9 | 1 | 10 | 10.0 |

Source : Survey Data

Table 6.32 School Inspection Staff Strength

| Designation | No. of sanctioned post | Present Strength* |
|---|---|---|
| Sub Inspector of schools | 999 | 614 |
| Asstt. Inspector of Schools | 922 | 572 |
| DI,ADI & ADSE | 120 | 88 |
| Deputy Director | 12 | 12 |
| Joint Director | 3 | 1 |
| * As on April 2011 | | |